DOCUMENT RESUME

ED 460 960 TM 029 703

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TITLE	Snapshot Assessment System[TM] for Migrant, Language Minority & Mobile Students. First Edition: Primary Level. User's Manual.
INSTITUTION	Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE	1996-00-00
NOTE	145p.
AVAILABLE FROM	Mid-continent Regional Educational Laboratory, 2550 South Parker Rd., Suite 500, Aurora, CO 80014. Tel: 303-337-0990; Fax: 303-337-3005; e-mail: info@mcrel.org; Web site: http://www.mcrel.org.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; Cultural Awareness; Educational Assessment; Educational Attainment; Elementary School Students; *Evaluation Methods; Identification; *Language Minorities; *Limited English Speaking; *Migrant Youth; Needs Assessment; Primary Education; Spanish; Standards; *Student Mobility; Test Use
IDENTIFIERS	User Guides

ABSTRACT

The classroom assessment tool described in this manual offers teachers a method to identify academic needs across the curriculum for migrant, language minority, and mobile students. The primary strategy of this assessment system is to identify the knowledge and skill levels of these students in core curriculum areas. The tests, for grades 1 through 3, are designed with minimal dependence on language, but Spanish is the second language incorporated because it is the dominant minority language of migrants and limited-English-proficient students in the United States. The "Users Manual" section contains an overview and discussions of system use and development. Other sections contain the state standards (mapped to Utah standards), the standards and tasks for language arts, mathematics, and science, and student scoring forms. (SLD)

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Snapshot Assessment System™

for Migrant, Language Minority & Mobile Students

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First Edition: Primary Level

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Snapshot Assessment System

for Migrant, Language Minority, and Mobile Students

USERS MANUAL

Rich Rangel, M.A.Ed.
Bill Bansberg, Ed.D.

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Aurora, Colorado 80014

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2 **State Standards**
3 **Language Arts Assessment**
4 **Mathematics Assessment**
5 **Science Assessment**
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ACKNOWLEDGEMENTS

The authors would like to thank the following individuals for their dedication and hard work in the development and field testing of the *Snapshot Assessment* for migrant, language minority, and mobile students.

Teacher researcher consultants:

Gina Cacciatore	Pueblo, Colorado	School District 60
Jerri Cason	Pueblo, Colorado	School District 60
Frieda Diaz	Denver, Colorado	Mapleton School District 1
Mary Donelson	Greeley, Colorado	Weld School District 6
Mary French	Pueblo, Colorado	School District 60
Judy Herrera	Denver, Colorado	Mapleton School District 1
Marie Romero	Commerce City, CO	Adams School District 14
Karen Schanno	Greeley, Colorado	Weld School District 6
Barbara Stube	Denver, Colorado	Denver Public Schools
Melvin Valdez	Pueblo, Colorado	South Central BOCES
Pat Villa	Greeley, Colorado	Weld School District 6
Jodi Woodruff	Greeley, Colorado	Weld School District 6

Language, assessment, and technology consultants:

Don Burger, Ed.D.	Aurora, Colorado	McREL
Ann Delvecchio, Ph.D.	Albuquerque, NM	EAC West
Michael Guerrero, Ph.D.	Albuquerque, NM	EAC West
Cecilia Navarrete, Ph.D.	Albuquerque, NM	EAC West
Audrey Peralez	Aurora, Colorado	McREL
David Rangel	Greeley, Colorado	
Mark Rangel	Greeley, Colorado	Weld School District 6
Michael Rangel	Greeley, Colorado	Weld School District 6
Judith Wilde Ph.D.	Albuquerque, NM	EAC West

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Kathy McFarland	Aurora, Colorado	McREL

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USERS MANUAL

Snapshot Assessment System for Migrant, Language Minority, and Mobile Students
PRIMARY LEVEL (GRADES 1 -3)
McREL 1996, Rangel, R. and Bansberg, B.

I. OVERVIEW

There has been a critical lack of measurement tools for mobile and language minority children that effectively assess language arts (reading and writing), mathematics, and science quickly in relation to standards (local, state, and national) which can be used by teachers in the classroom. In order to assess the content knowledge of a language different child teachers have typically needed to send the student to an ESL/language specialist and/or utilize large time consuming test batteries to assess knowledge/skill levels. The purpose of this classroom assessment tool is to create an educational screening system for mobile and language minority children designed to quickly identify the specific academic needs of children across curriculum areas (based on national and state standards). Teachers can utilize this information to link appropriate classroom interventions to accelerate and remediate achievement deficits and facilitate success for these children.

The *Snapshot Assessment* serves both an educational and a practical function. The system is designed to identify skill levels of the highly mobile and/or Limited English Proficient (LEP) student in core curriculum areas with a series of easily and quickly used 'assessment' tasks to immediately engage the student in activities to facilitate progress from present skill levels. The object of the *Snapshot Assessment* is to place students, not to assess performance or to make transitional decisions. The system includes a series of tasks keyed to standards which have been developed to be as free of culture bias as possible. The tasks which were developed and tested by teachers in the field are designed on national standards and have been mapped to state standards in several states. Student success at completion of the tasks provides teachers with an approximation of what students know in mathematics, science, and language (reading and writing). Tasks are alingual (with minimal dependency on language) to the extent practicable utilizing Sheltered English strategies so that the monolingual English speaking teacher can utilize the system with non-English speaking students. However, when language is required for instructions and content, Spanish is the language incorporated (in this initial edition), since it is the dominant minority language of migrants and LEP students in the United States. Upcoming editions of the *Snapshot Assessment* will be created for other languages as appropriate and needed.

Presently, the foundation is being created for an intermediate level of the system (grades 4 through 6). It is hoped that the next level will be completed by Spring of 1997 and ready for dissemination.

II. DESIGN OF THE SYSTEM

1. Standards and benchmarks

The *Snapshot Assessment* system was designed specifically around national standards. The standards used were created by national groups representing the content areas related to language arts, mathematics, and science. Specifically the standards were adopted from those developed by: the federally funded Standards Project for the Language Arts (SPELA, 1994) and additional work continued by the International Reading Association (IRA), and the National Council of Teachers of English (NCTE) in 1995; the Curriculum and Evaluation Standards for School Mathematics (NCTM, 1989) and the Mathematics Assessment Framework (NAEP, 1992); the National Science Education Standards (NCSESA, 1994), Project 2061's Benchmarks for Science Literacy (1993), and the Scope, Sequence, and Coordination of Secondary School Science: The Content Core (NSTA, Pearsall, 1993). These standards were articulated and integrated into a universal set of national standards in Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education by Kendall and Marzano (McREL, 1995).

Each of the performance tasks within the *Snapshot* system indicates the specific standards and benchmarks targeted by the task. Not all standards and benchmarks are covered by the primary level system. Only those standards and benchmarks are targeted which are grade level appropriate and those considered **foundational (key building blocks) to the understanding of future content.** The teacher researchers (engaged to develop the system), as well as content area experts, were consulted to identify key overarching concepts which are the critical building blocks to these content areas. To cover all standards through the performance tasks would make the system unmanageable and would defeat the purpose of the *Snapshot* which is to quickly identify the approximate skill and knowledge base of the student in order to make beneficial instructional decisions regarding next steps to facilitate student success. The system is specifically designed not to identify every detail which represents gaps in content knowledge, but only the critical overarching instructional needs.

In general, the tasks are organized developmentally according to standards (pre-primer to the end of the third grade). Tasks are not identified by grade level because of differences in teachers and schools regarding when specific skills and content are covered (e.g., some content covered by teachers in one school in second grade may be covered by teachers in another school in third grade, etc.).

The *Snapshot Assessment System* can be mapped to state standards to facilitate use throughout the nation. Presently, the system is mapped to state standards in Colorado, Utah, Missouri, and North Dakota. States interested in having the system mapped to their state standards should contact the authors at McREL (see address in the front of this manual).

2. System contents.

The system is organized into a series of performance tasks across the content areas. There are 10 tasks in language arts, 13 tasks in mathematics, and 15 tasks in science. The content targets of these performance tasks are as follows:

Language Arts

Task 1: Understanding rhymes and reading levels based on word lists
Task 2: Basic writing concepts and letter recognition
Task 3: Reading level and print concepts
Task 4: Reading comprehension, using context clues, and ordering
Task 5: Writing, grammar, spelling, and punctuation
Task 6: Understanding subject/verb agreement and modifiers
Task 7: Prediction, differentiating fact and fiction
Task 8: Problem solving (story problems)
Task 9: Understanding organizational features of printed text
Task 10: Understanding literary terminology

Mathematics

Task 1: Number recognition
Task 2: Correspondence, shapes, and patterns
Task 3: Addition and subtraction
Task 4: Place value concepts
Task 5: Value of money (addition)
Task 6: Concept of fractions
Task 7: Patterns and problem solving
Task 8: Geometry in the real world
Task 9: Understanding of time
Task 10: Perimeter, volume, capacity
Task 11: Multiplication and division
Task 12: Interpreting displays of data using graphs
Task 13: Addition and subtraction of fractions

Science

Task 1: Prediction, understanding instruments of measurement
Task 2: Physical properties of objects and changes in matter
Task 3: Understanding how energy affects objects
Task 4: Understanding temperature and predictions based on temperature
Task 5: Classifying organisms and understanding their basic needs

Task 6: Identifying characteristics common to species
Task 7: Understanding of the five senses and basic human body systems
Task 8: Recognizing the sun as a principal source of the earth's heat and light
Task 9: Recognizing how daily activities are affected by the weather
Task 10: Recognizing importance of water
Task 11: Observations in the daytime and nighttime sky
Task 12: Understanding geography and terrain
Task 13: Recognizing the characteristics of the seasons
Task 14: Identifying basic components of the solar system
Task 15: Understanding plants and plant growth

3. System structure

The *Snapshot Assessment* system incorporates a binder/loose leaf format with colors identifying content areas and tabs identifying specific tasks by assessment target. The users manual, scoring forms, national and (state) standards taxomies mapped to the *Snapshot* tasks. and most required manipulatives are also included in the *Snapshot* system binder. All materials are designed as non-consumables (teachers should have students complete work on scratch paper and/or photocopy indicated pages from the system). The system is structured to be 99% self contained (teachers must provide their own manipulatives for a few tasks) and 100% reusable.

The first page of all performance tasks is structured as follows:

- **Task number and name**
- **Target standard and benchmarks for the task**
- **Task description which includes:**
  - **instructions for adminstration of the task; and**
  - **answers to problems/questions posed by the task;**
- **Materials [required items for completion of the task (i.e. pencil, paper, manupulatives, etc.)];**
- **Rubric point system to score the task.**

The subsequent pages of each task (following page one) are the performance tasks themselves. They are structured to so that all instruction to the student is:

- **first provided in English (in plain text);**
- **then provided in Spanish (in bold text); and**
- **finally provided are phonetics of the Spanish to assist English speaking teachers to pronouce the Spanish instruction for the student or to understand student answers (in plain text with bold on syllables which are to be emphasized).**

Tasks may include questions, pictures, stories, math problems, and/or require the use of manipulatives. The manipulatives included in the system are five cardboard sheets of punchout attribute blocks (A-blocks) of different shapes and colors. The A-blocks are used primarily for mathematics tasks.

3. System structure.

The *Snapshot Assessment System* incorporates a binder/loose leaf format with colors identifying content areas and tabs identifying specific tasks by assessment target. The users manual, scoring forms, national and (state) standards taxonomies are mapped to the *Snapshot* tasks and most required manipulatives are also included in the *Snapshot Assessment System* binder. All materials are designed as non-consumables (teachers should have students complete work on scratch paper and/or photocopy indicated pages from the system). The system is structured to be 99 percent self contained (teachers must provide their own manipulatives for a few tasks) and 100 percent reusable.

The first page of all performance tasks is structured as follows:

- Task number and name;
- Target standard and benchmarks for the task;
- Task description which includes:
  - instructions for administration of the task
  - answers to problems/questions posed by the task
- Materials [required items for completion of the task (i.e., pencil, paper, manipulatives, etc.)]; and
- A rubric point system to score the task.

The subsequent pages of each task (following page one) are the performance tasks themselves. They are structured so that all instruction to the student is:

- First provided in English (in plain text);
- Then provided in Spanish (in bold text); and
- Finally provided are phonetics of the Spanish to assist English speaking teachers to pronounce the Spanish instruction for the student or to understand student answers (in plain text with bold on syllables which are to be emphasized).

Tasks may include questions, pictures, stories, mathematics problems, and/or require the use of manipulatives. The manipulatives included in the system are five cardboard sheets of pinched attribute blocks (A-blocks) of different shapes and colors. The A-blocks are used primarily for mathematics tasks.

III. HOW TO USE THE SYSTEM

1. Administration of the *Snapshot Assessment System.*

The following are recommended strategies to effectively use the *Snapshot Assessment* system:

a. Review tasks first. Field test results strongly suggest the need to review and practice these performance tasks before administering the tools to students. The tasks are not complex, however, many require students to use paper, pencils, manipulatives, drawing implements, etc. of which teachers should be aware to facilitate performance. In addition, review will assist the teacher to clearly understand the purpose and strategies used in each task and significantly enhance the valid administration of these tools with students.

b. Students should NOT be administered all tasks. This assessment is a 'diagnostic'/placement tool designed to identify student skill/proficiency levels through the administration of a **minimum** number of performance tasks in each content area. Students should **not** be asked to complete all tasks (i.e., an achievement test). Teacher judgment should be used to estimate approximate skill levels of students and *Snapshot* tasks selected based on those judgments. Teachers may choose to start with task one in each content area if the student seems to be at a pre-primer level. The students' performance on task one will potentially provide the teacher with enough information to approximate what a student may know in that content area. The teacher can then choose another task based on the information provided in task one to more accurately pinpoint student skill/knowledge levels. Another approach is to begin assessing the student with the task (in a content area) that is most closely related to what the teacher is presently teaching. Student performance on that task will not only indicate whether the student is proficient in that content standard but will also provide the teacher with some indications regarding student overall skill levels in the content area (high or low). Based on these indications the teacher can select additional performance tasks to more closely approximate student knowledge in the content area.

   The field test/validation results of the *Snapshot* indicate that student skill/proficiency levels can be identified (on the average) with the use of 2 to 3 performance tasks per content area.

c. Individual versus group administration. The system was created to be used to identify skill levels with individual students, particularly migrant and/or mobile students who arrive in mid-semester and need to be 'placed'. The system is especially critical for migrant students due to the uncertainty and changes within national and state student record transfer systems. However, there are situations in which the teacher may wish to use the *Snapshot* system with groups of students. For example, in a migrant summer program a teacher may be confronted with a large group of students for which the teacher has little background information and/or records that are difficult to interpret. The teacher may choose to administer specific *Snapshot Assessment* tasks to obtain a general idea of where the students are as a group as well as the level of individual students. Many of the tasks within the system can be administered successfully within a group. The teacher can give instructions to the group but must insure each student completes the task individually. However, some of the value of the system will be lost due to the necessary one-to-one interaction between the student and the teacher for which the system was designed.

d. The system is reusable. The materials within the system are 100 percent reusable provided the teacher directs the student to complete all tasks on separate pieces of paper and/or uses the laminated wipe off work sheets (when included). Some student work sheets may be photocopied for ease of use. These work sheets are printed on white paper. Teachers may photocopy these pages with permission.

e. Administering the tasks. The system is designed to be used by the classroom teacher during regular class periods. It is **not** structured to measure English language proficiency but knowledge in content areas regardless of native language. Therefore, the greatest value is derived when the system is used by the classroom teacher (versus the ESL specialist or testing specialist) so that he/she assesses first-hand what the student knows.

All of the tasks are tabbed in the binder to assist teachers to quickly find assessments measuring specific content. The first page of every task is the teacher page. It includes instructions for the teacher, a list of required items to complete the task (e.g., pencil, paper, manipulatives, etc.), and the answers to most problems and/or questions posed by the task. The pages following page one (the teacher page) are for the students. The students should be shown these pages (as appropriate according to the task) and should utilize the material on these pages to complete the task. Five multicolor cardboard punch out cards of attribute blocks (A-blocks) are included with the system to complete certain tasks. The A-blocks should be reused.

Tasks should be given to students in English first to assess their ability to perform in that language. If the student is bilingual in Spanish or uses Spanish as the native tongue the teacher should administer the task in Spanish next in order to assess differences in performance due to the levels of understanding of the two languages.

There is no time limit on tasks, however, the need for extensive periods of time to complete tasks is indicative of a student's learning style and/or other issues and is additional information for the teacher. The average task should not take longer than three to five minutes to complete. Some tasks, however, take longer (e.g., Task 5, writing, grammar, spelling, and punctuation in Language Arts; Task 11, multiplication and division in mathematics, etc.). For tasks that require more time a teacher may give an individual student a task to complete while the rest of the class works on general assignments or is provided other instruction.

f. Develop your own style. It is essential to note that the *Snapshot Assessment System* does not rely on a regimented set of administrative procedures. The *Snapshot* is a classroom tool that provides a structure for teacher to get a 'snapshot' picture of student knowledge and skill levels related to standards, however, teacher judgment is a critical element in the effectiveness of the system. Each performance task will provide the teacher with a wealth of information on individual students. The teacher must interpret the information and utilize it to assist in planning for appropriate instruction for that student. Teachers should therefore develop their own style for using the system—there are no absolutes regarding administration, only recommendations (as indicated in this Users Manual).

2. Using the *Snapshot* with language different students.

The *Snapshot* includes instructions for students in English, Spanish, and Spanish phonetics to assist English speaking teachers to pronounce the language so that monolingual Spanish speaking students can understand and perform the tasks. The tasks are designed using sheltered approaches and incorporate visuals, kinesthetic activities, and other strategies to limit the use of language required to get students to perform each task. Many tasks can be administered to students regardless of native language through teacher demonstration of the required task.

To use the *Snapshot* effectively with language different students the following strategies are recommended:

a. Practice the Spanish phonetics. The field test results indicate that students who are monolingual Spanish speakers can understand monolingual English speaking teachers and successfully respond to the *Snapshot* if the teachers utilize the effectively provided phonetic pronunciations. Teachers should practice the phonetics, speak slowly, and emphasize the syllables that are in bold print in words. A Spanish pronunciation guide is included in Appendix A of the Users Manual.

b. Use others who are bilingual to assist when necessary. If a monolingual Spanish speaking student does not respond or does not understand the task, it may be because the student is not proficient in the content being assessed or it may be that the student needs additional direction beyond the Spanish that has been provided on the assessment task. If the teacher does not speak Spanish he/she should enlist the aid of bilingual students, paraprofessionals, parent helpers, or other teachers to assist in administering the *Snapshot*.

c. Beware of content gaps spanning languages. Assess student knowledge of content in English first. Only use Spanish if the student is a native Spanish speaker and does not perform proficiently on the task. Some bilingual students do not have command of either English or Spanish. It is not unusual to find that a student may understand some content only in English, some content only in Spanish, some in both languages, and some in neither language.

Additionally, many teachers are misled into believing that students understand English well, when in fact, they are simply mimicking other students or only have a surface conversational understanding of English and not a conceptual understanding of academic terms. The *Snapshot Assessment System* is particularly useful in assisting teachers to determine which students have conceptual understanding of content specific language in English.

3. Using the *Snapshot* with culturally different students.

In today's schools diversity is the rule instead of the exception. Students from various countries and cultures may react differently to the *Snapshot Assessment System*. In many cultures it is considered disrespectful to look the teacher in the eye or respond assertively to questions. Many students are fearful because they do not speak English nor do they understand the 'rules' of schools in the United States. Teachers should focus first on developing the teacher/student relationship necessary for the student to feel 'safe' enough to respond to the performance tasks. Teachers should provide examples or demonstrate some tasks making participation enjoyable. Students who perceive the *Snapshot* as a formal test may develop test anxiety or become non-responsive. Please keep in mind that the purpose of the system is identify what a student knows in relation to content and not to make transitional decisions.

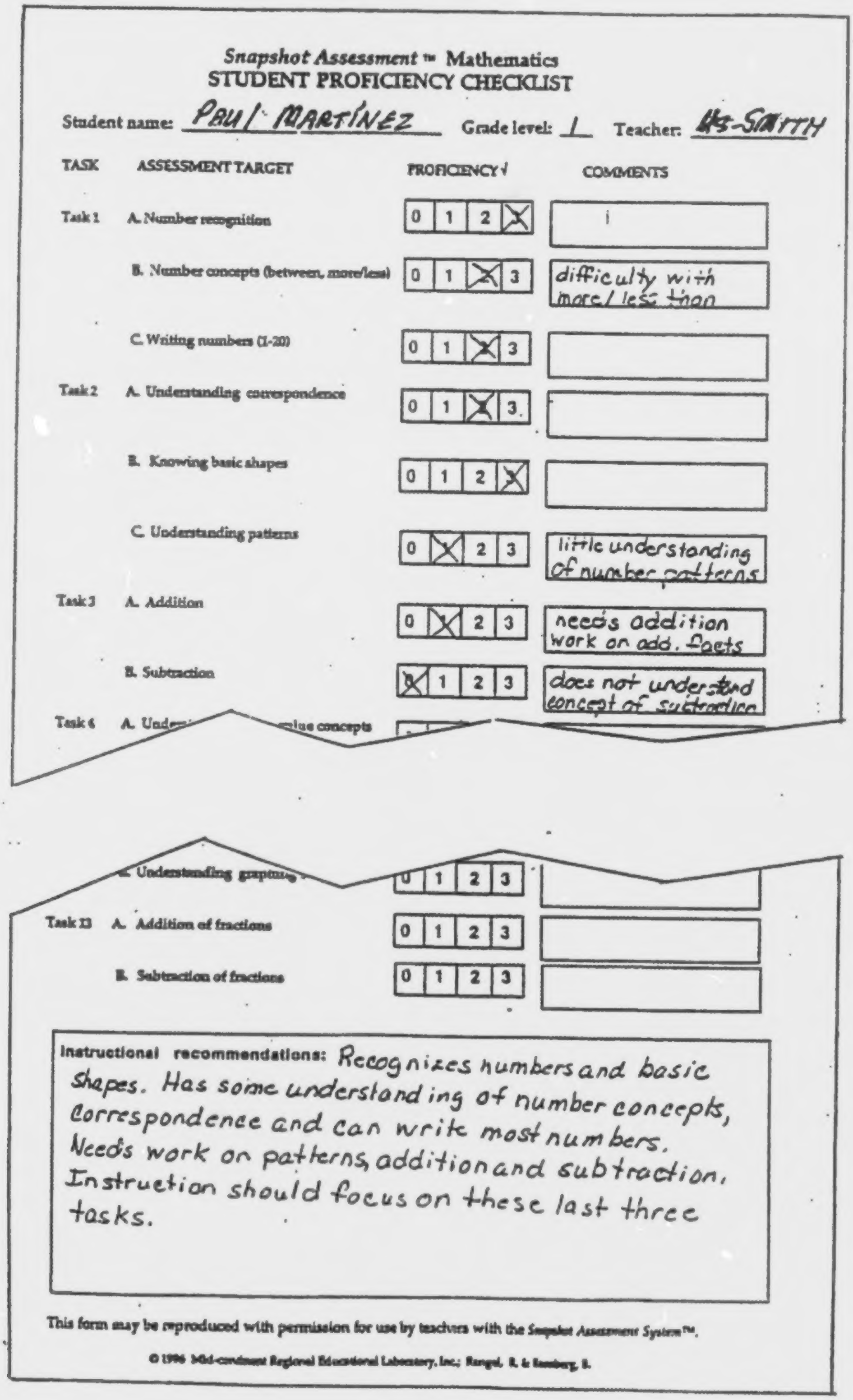
4. Scoring and interpretation.

The scoring system included on each task is standard and is only provided as a guideline. The rubrics are intentionally generic because the purpose of the system is to approximate what a student's skill/knowledge level is in relation to content standards. The critical information, therefore, is to identify whether a student is proficient, not proficient, or somewhere in the process of proficiency toward achieving a standard. The *Snapshot* is not designed to comprehensively identify all the details of a particular student's knowledge gaps—only to provide the teacher with a *'Snapshot'* to enable the development of meaningful instruction with students whose content knowledge levels are not quickly or easily accessible.

The *Snapshot* is an informal assessment tool which assumes a critical role for teacher judgment and interpretation. A scoring format for each content area is included in Section 6 of the kit for teachers to use with individual students. These scoring forms may be photocopied by users with permission for:

- rating performance in relation to the standards/benchmarks in a content area;
- recording teacher comments regarding specific performance on tasks; and
- recording teacher recommendations regarding individual instructional needs.

An example of how to use the scoring format follows:



Snapshot Assessment ™ Mathematics
STUDENT PROFICIENCY CHECKLIST

Student name: PAUL MARTÍNEZ Grade level: 1 Teacher: Ms-SMITH

TASK	ASSESSMENT TARGET	PROFICIENCY √	COMMENTS
Task 1	A. Number recognition	0 1 2 ☒	
	B. Number concepts (between, more/less)	0 1 ☒ 3	difficulty with more/ less than
	C. Writing numbers (1-20)	0 1 ☒ 3	
Task 2	A. Understanding correspondence	0 1 ☒ 3	
	B. Knowing basic shapes	0 1 2 ☒	
	C. Understanding patterns	0 ☒ 2 3	little understanding of number patterns
Task 3	A. Addition	0 ☒ 2 3	needs addition work on add. facts
	B. Subtraction	☒ 1 2 3	does not understand concept of subtraction
Task 4	A. Unde value concepts		
	Understanding graphing	0 1 2 3	
Task 13	A. Addition of fractions	0 1 2 3	
	B. Subtraction of fractions	0 1 2 3	

Instructional recommendations: Recognizes numbers and basic shapes. Has some understanding of number concepts, correspondence and can write most numbers. Needs work on patterns, addition and subtraction. Instruction should focus on these last three tasks.

This form may be reproduced with permission for use by teachers with the *Snapshot Assessment System*™.

IV. DEVELOPMENT AND FIELD TESTING OF THE SYSTEM

1. How the system was developed.

The initial format for the *Snapshot Assessment System* was developed following a review and the literature regarding informal and formal assessment in content with language minority and migrant students and with the assistance of various assessment and language experts. Utilizing this initial format the field test version of the *Snapshot Assessment System* was developed with the assistance of 12 teacher researcher/consultants from school districts across Colorado. Three of the teacher researcher/consultants were first grade teachers, three were second grade teachers, three were third grade teachers, and three were ESL/language specialists. This group of teachers worked with the authors to review the national standards, select the critical foundational content targets, and develop the performance tasks to meet the standards. A pilot test format was created and field tested first with the teacher researcher/consultant group to identify major problems with structure and format and with the overall strategy. Based on these initial trials the performance tasks were revised and a full scale field test form was created.

2. How the system was validated.

Sixty teachers from four states (Colorado, Missouri, North Dakota, and Utah), who work directly with migrant, mobile, and/or language minority students, were recruited to participate in training and field testing of the *Snapshot* system Fifty-eight teachers attended training sessions which were provided by the authors in each of the four states. All participating teachers were provided with a full day training on the purpose of the system, how to administer the tasks, practice in using Spanish phonetics, and an overall evaluation format. All teachers were provided a full field test copy of the *Snapshot*, a scoring format, evaluation forms for each performance task, an overall evaluation, and a student interview evaluation format. Teachers were asked to use the tools with at least six students and to pilot test a minimum of 18 performance tasks. They were given four to six weeks to complete the field test. Following the field test, the authors collected the evaluation data and interviewed all participating teachers regarding their experiences with the system. The field test version of the system was reviewed by four language and assessment experts from the Federal Bilingual Evaluation Center West at New Mexico Highlands University. The material was reviewed by content area experts in reading, writing, mathematics, and science. Recommendations from all reviewers were used to improve each task and the system as a whole. Based on the results of the field tests and external reviews a final version of the primary level was produced.

3. Field test results.

The following summarizes the results of the overall evaluation of the system from the field test:

a. Demographics:

i.	Total teacher evaluators completing the summary evaluation:	52
ii.	Total number of students tested in field test:	264
iii.	Average number of *Snapshot Assessment* Tasks field tested per teacher:	16
iv.	Number of teachers who tested students in different content areas:	
	mathematics	44
	language arts	44
	science	40
v.	Number of students tested per grade level:	
	first	57
	second	90
	third	78
	all other grade levels	39
vi.	Total number of tasks field tested with migrant students:	255
vii.	Total number of tasks field tested with Spanish speaking students:	373
viii.	Average number of performance tasks required for teachers to "locate" the approximate skill level of students in the content areas:	
	mathematics	2.6
	language arts	2.7
	science	3.0
ix.	Average time for students to complete performance tasks:	
	mathematics	7.0 minutes
	language arts	5.8 minutes
	science	2.7 minutes
x.	Average time needed to "locate" the approximate skill level of students in the content areas:	
	mathematics	18 minutes
	language arts	16 minutes
	science	8 minutes

b. Teacher ratings of effectiveness and validity.

i. In your opinion did the system accurately identify the basic foundational knowledge of students you tested?

Yes: 89% (N = 41)   **No:** 7% (N = 3)   **Not sure:** 4% (N=2)

ii. Did this system help you identify where to place student(s) in the curriculum?

Yes: 90% (N = 38)   **No:** 7% (N = 3)   **Not sure:** 3% (N=1)

iii. Were the Spanish translations and phonetics of the Spanish effective?

Yes: 75% (N = 33)   **No:** 5% (N = 3)   **Not applicable:** 20% (N=9)

iv. Were you able to use the assessments and the accompanying manipulatives easily and effectively?

Yes: 98% (N = 44)   **No:** 0% (N = 0)   **Not sure:** 2% (N=2)

v. Would you use this system when it becomes available with your students?

Yes: 88% (N = 42)   **No:** 6% (N = 3)   **Not sure:** 6% (N=3)

vi. Overall, how would you rate the value and effectiveness of the system?

low   fair   moderate   good   excellent

Mean rating of good (N=50)

74% of respondents rated the system good to excellent (N=50)

4. Assessment completion time per task.

Language Arts	Average Completion Time
Task 1: Understanding rhymes and reading levels based on word lists	6 minutes
Task 2: Basic writing concepts and letter recognition	7 minutes
Task 3: Reading level and print concepts	8 minutes
Task 4: Reading comprehension, using context clues, and ordering	9 minutes
Task 5: Writing, grammar, spelling, and punctuation	15 minutes
Task 6: Understanding subject/verb agreement and modifiers	5 minutes
Task 7: Prediction, differentiating fact and fiction	5 minutes
Task 8: Problem solving (story problems)	5 minutes
Task 9: Understanding organizational features of printed text	5 minutes
Task 10: Understanding literary terminology	5 minutes

Mathematics	Average completion time
Task 1: Number recognition	10 minutes
Task 2: Correspondence, shapes and patterns	5 minutes
Task 3: Addition and subtraction	11 minutes
Task 4: Place value concepts	3 minutes
Task 5: Value of money (addition)	4 minutes
Task 6: Concept of fractions	3 minutes
Task 7: Patterns and problem solving	2 minutes
Task 8: Geometry in the real world	10 minutes
Task 9: Understanding of time	3 minutes
Task 10: Perimeter, volume, capacity	9 minutes
Task 11: Multiplication and division	10 minutes
Task 12: Interpreting displays of data using graphs	2 minutes
Task 13: Addition and subtraction of fractions	4 minutes

Science	Average completion time
Task 1: Prediction, understanding instruments of measurement	2 minutes
Task 2: Physical properties of objects and changes in matter	3 minutes
Task 3: Understanding how energy effects objects	1 minute
Task 4: Understanding temperature and predictions based on temperature	4 minutes
Task 5: Classifying organisms and understanding their basic needs	5 minutes
Task 6: Identifying characteristics common to species	1 minute
Task 7: Understanding of the five senses and basic human body systems	5 minutes
Task 8: Recognizing the sun as a principal source of the earth's heat and light	1 minute
Task 9: Recognizing how daily activities are affected by the weather	1 minute
Task 10: Recognizing the importance of water	4 minutes
Task 11: Observations in the daytime and nighttime sky	5 minutes
Task 12: Understanding geography and terrain	3 minutes
Task 13: Recognizing the characteristics of the seasons	1 minute
Task 14: Identifying basic components of the solar system	3 minutes
Task 15: Understanding plants and plant growth	2 minutes

BIBLIOGRAPHY

Spanish Pronunciation

There are twenty-nine letters in the Spanish alphabet. The letters are like the English alphabet--from A to Z, except that there is no W (does not appear in Spanish words). Ch, ll, ñ, and rr are added to the alphabet, and are considered as separate, single letters.

Listed below are the twenty-nine letters and Spanish pronunciation, with examples.

Letter	Pronunciation	Examples
a	ah	Like a in father; masa, casa
b	be - beh, not bay	When it is the first letter of a word, or comes after m or n, like b in boat: basta, banco. Between two vowels, after a vowel, and before l or r, like v in vote: abajo, hablar saber. Usually it is silent before s and consonants: obscuro (pronounced oscuro).
c	ce - ceh, not say	Like c in English center: cena, centavo. Before a, o, u, like c in cat: cama, como, cuchara.
ch	che - cheh, not chay	Like ch in church: escuchar, muchacho.
d	de - deh, not day	Like d in din: diente, dar. Between two vowels, after a vowel, before r and the final letter in a word, like th in them: lado, padre, verdad.
e	eh	Like e in let: beso, menos.
f	efe - eh-feh	Like f in four: feliz, flor.
g	ge - heh	Before e or i, like h in hold: gente, giro. Before a, o, u, or a consonant, like g in gone: ganar, gordo, gusto, grande.
h	hache - ah-cheh	The h is always silent: hablar (ablar), hacer (acer).
i	ee - like English ee	Like i in machine: lista, fin. Before and after a vowel, like y in year: miedo, veinte.
j	jota - ho-ta	Like h in hold: José, jugar.
(k)	ka - kah	Like k in kill: kilómetro. *K* does not appear in Spanish words.
l	ele - eh-leh	Like l in last: las, lápiz.
ll	elle - eh-yeh	Like y in yellow: llamar, llorar.
m	eme - eh-meh	Like m in met: manol, mañana.

n	ene - eh-neh	Like n in nap: nada, nadar. Before v, like m: invierno, invirtar. Before c and g, like n in sink.
o	o - oh	Like o in old: nota, boca.
p	pe-peh	Like p in pet: pan, pata. The p is silent in some words, such as septiembre, septimo.
q	cu - coo	Like c in cat: q is always followed by u and the u is silent: que (pronounced keh), quemar (pronounced keh-mar).
r	ere - eh-reh	When it begins the word, and after l, n, or s, trilled like rr: rosa, alrededor, honra. At other times, it has a silent trill: llamar, largo.
rr	erre - eh-rreh	Strongly trilled: perro, tierra.
s	ese - eh-seh, not ay-say	Like s in said: saco, silla.
t	te - teh	Like t in time: tener, pata, tomar.
u	u - oo	Like u in rude: mundo, luna, dulce. Before or after another vowel, like English w: fuente, duelo.
v	ve - beh (a soft b)	Soft b: vamos, vaca.
x	equis - eh-kis	Before a consonant, like s in said: explicar, extrano. Between two vowels, like gs, exacto, examine.
y	ye - yeh	Like y in yellow: vaya, leyendo. Alone or final, like ee: y, hoy.
z	zeta - seh-ta	Like c in center: zapato.

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Snapshot Assessment System: Relationship to Utah Core Standards

Level 1

LANGUAGE ARTS	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS
Task 1	Understanding rhymes and reading levels based on word lists	4010-01 The students will listen to verbal information and demonstrate literal understanding (LISTENING) 4010-03 The students will use phonics and sight recognition to decode words. They will begin to develop comprehension skills (READING)
Task 2	Basic writing concepts and letter recognition	4010-03 The students will use phonics and sight recognition to decode words. They will begin to develop comprehension skills (READING)
Task 3	Reading level and print concepts	4010-03 The students will use phonics and sight recognition to decode words. They will begin to develop comprehension skills (READING)
Task 4	Reading comprehension, using context clues, and ordering	4010-04 The students will respond to stories and poetry they read themselves or that are read to them (LITERATURE)
Task 5	Writing, grammar, spelling, and punctuation	4010-05 The students will develop skills in the correct spelling of words (SPELLING) 4010-06 The students will print legibly (PENMANSHIP) 4010-07 The students will express ideas and experiences in written form (WRITTEN COMPOSITION)
Task 6	Understanding subject/verb agreement and modifiers	4010-07 The students will express ideas and experiences in written form (WRITTEN COMPOSITION)
Task 7	Prediction, differentiating fact and fiction	
Task 8	Problem solving (story problems)	
Task 9	Understanding organizational features of printed text	4010-03 The students will use phonics and sight recognition to decode words. They will begin to develop comprehension skills (READING)
Task 10	Understanding literary terminology	

Snapshot Assessment System: Relationship to Utah Core Standards

Level 2

LANGUAGE ARTS	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS
Task 1	Understanding rhymes and reading levels based on word lists	4020-03 The students will use phonetic, structural, and sight word recognition skills in expanding their reading vocabularies. They will increase their comprehension of sentences and stories (READING) 4020-05 The students will learn the correct spelling of words (SPELLING)
Task 2	Basic writing concepts and letter recognition	
Task 3	Reading level and print concepts	4020-02 The students will express ideas and opinions as they increase their spoken vocabulary (SPEAKING) 4020-03 The students will use phonetic, structural, and sight word recognition skills in expanding their reading vocabularies. They will increase their comprehension of sentences and stories (READING)
Task 4	Reading comprehension, using context clues, and ordering	4020-03 The students will use phonetic, structural, and sight word recognition skills in expanding their reading vocabularies. They will increase their comprehension of sentences and stories (READING)
Task 5	Writing, grammar, spelling, and punctuation	4020-05 The students will learn the correct spelling of words (SPELLING) 4020-06 The students will print legibly (PENMANSHIP) 4020-07 The students will express ideas and experiences in written form (WRITTEN COMPOSITION)
Task 6	Understanding subject/verb agreement and modifiers	4020-07 The students will express ideas and experiences in written form (WRITTEN COMPOSITION)
Task 7	Prediction, differentiating fact and fiction	4020-01 The students will listen to verbal information and demonstrate literal and inferential understanding (LISTENING) 4020-02 The students will express ideas and opinions as they increase their spoken vocabulary (SPEAKING) 4020-04 The students will understand literal information and inferred meaning as they expand their reading interests (LITERATURE)
Task 8	Problem solving (story problems)	
Task 9	Understanding organizational features of printed text	4020-01 The students will listen to verbal information and demonstrate literal and inferential understanding (LISTENING)
Task 10	Understanding literary terminology	4020-01 The students will listen to verbal information and demonstrate literal and inferential understanding (LISTENING) 4020-04 The students will understand literal information and inferred meaning as they expand their reading interests (LITERATURE)

Snapshot Assessment System: Relationship to Utah Core Standards

Level 3

LANGUAGE ARTS	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS
Task 1	Understanding rhymes and reading levels based on word lists	4030-03 The students will demonstrate accuracy and efficiency in decoding words; increase their knowledge of word, sentence, and paragraph meaning; and apply beginning study skills (READING)
Task 2	Basic writing concepts and letter recognition	
Task 3	Reading level and print concepts	4030-02 The students will verbally express ideas, opinions, and reactions in a variety of situations (SPEAKING)
Task 4	Reading comprehension, using context clues, and ordering	4030-03 The students will demonstrate accuracy and efficiency in decoding words; increase their knowledge of word, sentence, and paragraph meaning; and apply beginning study skills (READING)
Task 5	Writing, grammar, spelling, and punctuation	4030-05 The students will correctly spell words needed to record ideas and experiences (SPELLING) 4030-06 The students will maintain manuscript skills and learn to write cursive (PENMANSHIP) 4030-07 The students will express ideas and experiences in written form (WRITTEN COMPOSITION)
Task 6	Understanding subject/verb agreement and modifiers	4030-05 The students will correctly spell words needed to record ideas and experiences (SPELLING) 4030-06 The students will maintain manuscript skills and learn to write cursive (PENMANSHIP)
Task 7	Prediction, differentiating fact and fiction	4030-01 The students will listen to verbal information and show literal and inferential comprehension (LISTENING) 4030-02 The students will verbally express ideas, opinions, and reactions in a variety of situations (SPEAKING) 4030-04 The students will read fiction and nonfiction literature and increase their involvement with children's classics (LITERATURE)
Task 8	Problem solving (story problems)	4030-01 The students will listen to verbal information and show literal and inferential comprehension (LISTENING) 4030-03 The students will demonstrate accuracy and efficiency in decoding words; increase their knowledge of word, sentence, and paragraph meaning; and apply beginning study skills (READING)
Task 9	Understanding organizational features of printed text	4030-04 The students will read fiction and nonfiction literature and increase their involvement with children's classics (LITERATURE)
Task 10	Understanding literary terminology	4030-01 The students will listen to verbal information and show literal and inferential comprehension (LISTENING) 4030-04 The students will read fiction and nonfiction literature and increase their involvement with children's classics (LITERATURE)

Snapshot Assessment System: Relationship to Utah Core Standards

Level 1

MATHEMATICS	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS
Task 1	Number recognition	5010-05 The students will employ estimation strategies in order to demonstrate flexibility in working with numbers and measurement as they relate to the students' everyday lives 5010-06 The students will demonstrate an understanding of numbers (number sense) as they apply to the students' everyday world
Task 2	Correspondence, shapes and patterns	5010-01 The students will apply mathematical concepts and skills to solve problems they encounter in daily living 5010-02 The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form 5010-03 The students will explain and justify logical reasoning skills and strategies when working through (learning) a mathematical concept or solving a problem 5010-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
Task 3	Addition and subtraction	5010-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living 5010-08 The students will demonstrate ability in computational techniques through the use of paper and pencil, mental math, estimation, and technology to solve problems 5010-10 The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
Task 4	Place value concepts	5010-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
Task 5	Value of money (addition)	5010-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living 5010-10 The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
Task 6	Concept of fractions	5010-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living 5010-12 The students will use knowledge of fractions and decimals to describe real-world phenomena and apply it to problems
Task 7	Patterns and problem solving	5010-01 The students will apply mathematical concepts and skills to solve problems they encounter in daily living 5010-02 The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form 5010-03 The students will explain and justify logical reasoning skills and strategies when working through (learning) a mathematical concept or solving a problem 5010-13 The students will identify and work with patterns to understand how mathematics applies to the real world

Task 8	Geometry in the real world	5010-01	The students will apply mathematical concepts and skills to solve problems they encounter in daily living
		5010-02	The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form
		5010-03	The students will explain and justify logical reasoning skills and strategies when working through (learning) a mathematical concept or solving a problem
		5010-04	The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
		5010-10	The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
		5010-13	The students will identify and work with patterns to understand how mathematics applies to the real world
Task 9	Understanding of time	5010-04	The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
		5010-10	The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
Task 10	Perimeter, volume, capacity	5010-04	The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
		5010-05	The students will employ estimation strategies in order to demonstrate flexibility in working with numbers and measurement as they relate to the students' everyday lives
		5010-10	The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
Task 11	Multiplication and division	5010-04	The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
Task 12	Interpreting displays of data using graphs	5010-04	The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
		5010-06	The students will demonstrate an understanding of numbers (number sense) as they apply to the students' everyday world
		5010-11	The students will collect, organize, describe, display, and interpret data while making decisions and predictions based on that data
Task 13	Addition and subtraction of fractions		

Snapshot Assessment System: Relationship to Utah Core Standards

Level 2

MATHEMATICS	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS
Task 1	Number recognition	5020-06 The students will demonstrate an understanding of numbers (number sense) as they apply to the students' everyday world
Task 2	Correspondence, shapes and patterns	5020-02 The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form 5020-03 The students will explain and justify logical reasoning strategies when working through (learning) a mathematical concept or solving a problem 5020-07 The students will relate combinations of numbers to other numbers by establishing relationships among operations and by acquiring insights into the effects of performing an operation on a pair or set of numbers 5020-09 The students will use geometry to explore the relationship of objects in the world in which we live
Task 3	Addition and subtraction	5020-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living 5020-08 The students will demonstrate ability in computational techniques through the use of paper and pencil, mental math, estimation, and technology to solve problems
Task 4	Place value concepts	5020-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living 5020-06 The students will demonstrate an understanding of numbers (number sense) as they apply to the students' everyday world
Task 5	Value of money (addition)	5020-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living 5020-10 The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
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Task 7	Patterns and problem solving	5020-01 The students will apply mathematical concepts and skills to solve problems they encounter in daily living 5020-03 The students will explain and justify logical reasoning strategies when working through (learning) a mathematical concept or solving a problem

Task 8	Geometry in the real world	5020-01	The students will apply mathematical concepts and skills to solve problems they encounter in daily living
		5020-02	The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form
		5020-03	The students will explain and justify logical reasoning strategies when working through (learning) a mathematical concept or solving a problem
		5020-04	The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
		5020-07	The students will relate combinations of numbers to other numbers by establishing relationships among operations and by acquiring insights into the effects of performing an operation on a pair or set of numbers
		5020-09	The students will use geometry to explore the relationship of objects in the world in which we live
		5020-13	The students will identify and work with patterns to understand how mathematics applies to the real world
Task 9	Understanding of time	5020-10	The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
Task 10	Perimeter, volume, capacity	5020-02	The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form
		5020-05	The students will employ estimation strategies in order to demonstrate flexibility in working with numbers and measurement as they relate to the students' everyday lives
		5020-10	The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
Task 11	Multiplication and division	5020-04	The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
Task 12	Interpreting displays of data using graphs	5020-02	The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form
		5020-11	The students will collect, organize, describe, display, and interpret data while making decisions and predictions based on that data
Task 13	Addition and subtraction of fractions		

Snapshot Assessment System: Relationship to Utah Core Standards

Level 3

MATHEMATICS	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS
Task 1	Number recognition	5030-06 The students will demonstrate an understanding of numbers (number sense) as they apply to the students' everyday world
Task 2	Correspondence, shapes and patterns	
Task 3	Addition and subtraction	5030-01 The students will apply mathematical concepts and skills to solve problems they encounter in daily living 5030-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living 5030-08 The students will demonstrate ability in computational techniques through the use of paper and pencil, mental math, estimation, and technology to solve problems
Task 4	Place value concepts	5030-06 The students will demonstrate an understanding of numbers (number sense) as they apply to the students' everyday world
Task 5	Value of money (addition)	
Task 6	Concept of fractions	5030-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
Task 7	Patterns and problem solving	5030-01 The students will apply mathematical concepts and skills to solve problems they encounter in daily living
Task 8	Geometry in the real world	5030-01 The students will apply mathematical concepts and skills to solve problems they encounter in daily living 5030-03 The students will explain and justify logical reasoning strategies when working through (learning) a mathematical concept or solving a problem 5030-04 The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living 5030-13 The students will identify and work with patterns to understand how mathematics applies to the real world
Task 9	Understanding of time	5030-10 The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric
Task 10	Perimeter, volume, capacity	5030-05 The students will employ estimation strategies in order to demonstrate flexibility in working with numbers and measurement as they relate to the students' everyday lives 5030-10 The students will understand that measurement is the comparing of objects with nonstandard and standard units such as U.S. Common and metric

Task 11	Multiplication and division	5030-02	The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form
		5030-04	The students will recognize the interrelatedness of mathematical concepts within the field of mathematics as well as throughout other disciplines, especially as they apply to daily living
		5030-07	The students will relate combinations of numbers to other numbers by establishing relationships among operations and by acquiring insights into the effects of performing an operation on a pair or set of numbers
		5030-08	The students will demonstrate ability in computational techniques through the use of paper and pencil, mental math, estimation, and technology to solve problems
Task 12	Interpreting displays of data using graphs	5030-02	The students will show understanding and application of mathematical concepts and justification of solutions to problems by communicating in oral, pictorial, and/or written form
		5030-11	The students will collect, organize, describe, display, and interpret data while making decisions and predictions based on that data
Task 13	Addition and subtraction of fractions	5030-12	The students will use knowledge of fractions and decimals to describe real-world phenomena and apply it to problems

Snapshot Assessment System: Relationship to Utah Core Standards

Level 1

SCIENCE	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS
Task 1	Prediction, understanding instruments of measurement	
Task 2	Physical properties of objects and changes in matter	3010-01 Students will describe the characteristics and uses of air 3010-03 Students will compare the liquid, solid, and gas states of water
Task 3	Understanding how energy affects objects	
Task 4	Understanding temperature and predictions based on temperature	3010-01 Students will describe the characteristics and uses of air 3010-02 Students will describe the characteristics and uses of water
Task 5	Classifying organisms and understanding their basic needs	3010-01 Students will describe the characteristics and uses of air 3010-02 Students will describe the characteristics and uses of water
Task 6	Identifying characteristics common to species	
Task 7	Understanding of the five senses and basic human body systems	
Task 8	Recognizing the sun as a principal source of the earth's heat and light	
Task 9	Recognizing how daily activities are affected by the weather	3010-05 Students will observe and describe the basic components of weather as related to the activities of plants, animals, and people
Task 10	Recognizing the importance of water	3010-02 Students will describe the characteristics and uses of water
Task 11	Observations in the daytime and nighttime sky	
Task 12	Understanding geography and terrain	
Task 13	Recognizing the characteristics of the seasons	3010-05 Students will observe and describe the basic components of weather as related to the activities of plants, animals, and people
Task 14	Identifying basic components of the solar system	
Task 15	Understanding plants and plant growth	3010-04 Students will observe and categorize plants and plant parts according to similarities and differences

Snapshot Assessment System: Relationship to Utah Core Standards

Level 2

SCIENCE	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS
Task 1	Prediction, understanding instruments of measurement	
Task 2	Physical properties of objects and changes in matter	3020-05 Students will analyze objects in terms of the materials of which they are made
Task 3	Understanding how energy affects objects	
Task 4	Understanding temperature and predictions based on temperature	3020-02 Students will gather data about properties of heat and communicate observations 3020-05 Students will analyze objects in terms of the materials of which they are made
Task 5	Classifying organisms and understanding their basic needs	3020-01 Students will compare changes and adaptations of plants and animals 3020-02 Students will gather data about properties of heat and communicate observations
Task 6	Identifying characteristics common to species	3020-01 Students will compare changes and adaptations of plants and animals
Task 7	Understanding of the five senses and basic human body systems	
Task 8	Recognizing the sun as a principal source of the earth's heat and light	3020-03 Students will gather data about properties of light and communicate observations 3020-04 Students will investigate and describe the effect of light on heating objects of various colors
Task 9	Recognizing how daily activities are affected by the weather	
Task 10	Recognizing the importance of water	
Task 11	Observations in the daytime and nighttime sky	
Task 12	Understanding geography and terrain	
Task 13	Recognizing the characteristics of the seasons	
Task 14	Identifying basic components of the solar system	
Task 15	Understanding plants and plant growth	

Snapshot Assessment System: Relationship to Utah Core Standards

Level 3

SCIENCE	ASSESSMENT TARGET(S)	UTAH CORE STANDARDS	
Task 1	Prediction, understanding instruments of measurement	3030-04	Students will use simple machines and demonstrate their understanding by building a simple machine
Task 2	Physical properties of objects and changes in matter		
Task 3	Understanding how energy affects objects	3030-04	Students will use simple machines and demonstrate their understanding by building a simple machine
Task 4	Understanding temperature and predictions based on temperature		
Task 5	Classifying organisms and understanding their basic needs	3030-01	Students will explore ecosystems and discover relationships among living organisms and the nonliving world
Task 6	Identifying characteristics common to species	3030-01	Students will explore ecosystems and discover relationships among living organisms and the nonliving world
Task 7	Understanding of the five senses and basic human body systems		
Task 8	Recognizing the sun as a principal source of the earth's heat and light		
Task 9	Recognizing how daily activities are affected by the weather		
Task 10	Recognizing the importance of water		
Task 11	Observations in the daytime and nighttime sky		
Task 12	Understanding geography and terrain	3030-03	Students will recognize various geological features and investigate geological processes
Task 13	Recognizing the characteristics of the seasons		
Task 14	Identifying basic components of the solar system		
Task 15	Understanding plants and plant growth		

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Snapshot Assessment Language Arts: Task 1:
Understanding rhymes and reading levels based on word lists

National Target Standard(s): 5. Demonstrates competence in the general skills and strategies of the reading process.

Benchmark(s):

(K-2)	5c.	Uses picture clues and picture captions as an aid to comprehension.
(K-2)	5d.	Decodes unknown words using basic elements of phonetic analysis (e.g., common letter/sound relationships) and structural analysis (e.g., syllables, basic prefixes, and suffixes).

Task Description: The teacher uses words on the following pages to assess student ability to comprehend directions, knowledge of rhymes, and reading level using the word list. In part A (the rows of "words that sound the same") the first word rhymes with the fourth word in both English and Spanish. The row of Spanish words in English are: gato = cat; cielo = sky; arbol = tree; pato = duck; fuego = fire. In part B. students are asked to read the word lists first in English and then in Spanish (if the student is Spanish speaking). The word lists are to assess general student reading level. *Approximate* grade levels are on the word lists are as follows: Word list 1 = pre=primer; Word list 2 = first grade; Word list 3 = second grade; Word list 4 = third grade.

Materials: The teacher should use the pictures and rhymes on page 2 for part A of this task and the word lists on pages 3 and 4 of this task for part B.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points -	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point -	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points -	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points -	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 1 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Teacher instruction to the student:

Which words sound the same?
¿Cuáles palabras suenan igual?
¿Kwáhl-ehs paw-law-brahs sweh-nahn ee-gwall?

For example: dog, log
Por ejemplo: ropa, sopa
Pohr eh-hem-ploh: row-paw, sew-paw

Choose the words that sound the same.
Escoge las palabras que suenan igual.
Ehs-koh-heh lahs paw-law-brahs keh sweh-nahn ee-gwall.

cat

cup

tree

bat

ball

gato

cielo

arbol

pato

fuego

gah-toh see-eh-lo ár-bol pah-toh fway-go

B. The teacher uses the word lists on the following page . The teacher's instructions to the student are to:

Read these words. **Lee estas palabras.** Leh ehs-tahs paw-law-brahs.

Snapshot Assessment Language Arts: Task 1 (page 3)

Procedures, activities, visuals, diagrams, directions, etc.:

WORD LIST 1

ENGLISH	SPANISH	PHOENTIC
and	y	ee
eat	comer	koh-mehr
two	dos	dohs
of	de	deh
to	a	Ah
dog	perro	pehr-roh
yes	si	see
no	no	no
cat	gato	gah-toh
red	rojo	row-hoe

WORD LIST 2

ENGLISH	SPANISH	PHOENTIC
open	abierto	ah-bee-ehr-toe
close	cerrado	sehr-rah-doh
stop	alto	ahl-toe
walk	caminar	kah-me-nahr
girls	niñas	knee-nyahs

Snapshot Assessment Language Arts: Task 1 (Page 4)

Procedures, activities, visuals, diagrams, directions, etc.:

WORD LIST 3

ENGLISH	SPANISH	PHOENTIC
because	porque	pour-keh
before	antes	ahn-tehs
cold	frío	freé-oh
green	verde	vehr-day
pull	jalar	ha-lahr
write	escribir	ehs-kree-beer´
wash	lavar	lah-vahr
read	leer	leh-ehr
boys	niños	knee-nyohs

WORD LIST 4

ENGLISH	SPANISH	PHOENTIC
light	luz	loose
small	chico/pequeño	chee-koh/peh-keh-nyoh
warm	tibio	teh-bee-oh
hurt	lastimá	lahs-tee-máh
drink	tomar	toe-mahr
laugh	reír	reh-éer
Friday	viernes	vee-ehr-nehs
September	septiembre	sehp-tee-em-breh
July	julio	hoo-lee-oh
exit	salida	sah-lee-dah

Snapshot Assessment Language Arts: Task 2:
Basic writing concepts and letter recognition

National Target Standard(s): 5. Demonstrates competence in the general skills and strategies of the reading process.

Benchmark(s):
(K-2) 5d. Decodes unknown words using basic elements of phonetic analysis (e.g., common letter/sound relationships) and structural analysis (e.g., syllables, basic prefixes, and suffixes).

Task Description: The teacher uses the letter chart on the following page to assess student skills related to basic letter recognition and writing. Students are asked to respond to questions and identify letters in the chart. The third page of this task contains a phonetic alpha chart which includes the Spanish alphabet and pronunciations of letters in Spanish to assist the teacher in understanding the student's pronunciation. It is important to note that letters in Spanish are pronounced differently (e.g., the letter "i" in Spanish is pronounced "ee").

Materials: The teacher should use the letter recognition chart on page 2 of this task with the student and points to different letters to assess student letter recognition proficiency. The 'Teacher phonetic alpha chart' on page 3 of this task is to assist the teacher to understand student pronunciations of letters in Spanish.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points -	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point -	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points -	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points -	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 2 (Page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. The teacher uses the following student letter recognition chart and points to specific letters and asks:

1. Tell me the letter.	**Dime la letra. ¿qué es?** **¿Dee-meh lah leh-trah, kéh ehs?**
2. What is the sound of this letter?	**¿Qué es el sonido de esta letra?** **¿Kéh ehs ehl soh-nee-doh deh ehs-tah leh-trah?**

Student letter recognition chart

A	B	C	L	R	b
G	T	e	n	S	h
d	P	f	I	K	J
m	O	q	Z	u	W

Teacher phonetic alpha chart

a	b	c	ch*	d	e	f
ah	bae	sae	chay	dae	eh	ef-ay
g	h	i	j	k	l	ll*
haeh	ah-chay	ee	o-ta	kaeh	el-lay	ay-yea
m	n	ñ*	o	p	q	r
em-may	en-nay	en-yea	o	pae	koo	er-ray
rr*	s	t	u	v	w	
err-ray	es-say	taeh	oo	vaeh	doe-blay-oo	
x	y	z				
ek-ees	ee-gree-ay-ga	seta				

**** additional letters in Spanish alphabet***

Snapshot Assessment Language Arts : Task 3:
Reading level and print concepts

National Target Standard(s): 7. Demonstrates competence in the general skills and strategies for reading information. 5. Demonstrates competence in the general skills and strategies of the reading process.

Benchmark(s):

(K-2) 7a. Comprehends the main idea of single expository information.
(K-2) 5d. Decodes unknows words using basic elements of phonetic analysis (e.g., common letter/sound relationships) and structural analysis (e.g., syllables basic prefixes, and suffixes).

Task Description: The teacher uses the following book for part A of this task to assess understanding of concepts of print. The following book is also used in part B to assess student ability to recognize letters in print. For part C students are asked to read the following book out loud in either English or Spanish (if student is monolingual Spanish speaking). Reading level is assessed at the highest point at which student reads fluently. The reading difficulty increases by approximately 1/2 grade level per page. Reading levels are approximated as follows: Title page: pre-primer; Page 1: beginning of first grade; Page 2: end of first grade; Page 3: first half of second grade; Page 4: end of second grade; Page 5: first half of third grade; Page 6: end of third grade. The teacher uses instructions on the following page in conjunction with the story to assess the student's reading level.

Materials: The teacher should use the book "My Cat/Mi Gato" following page 2 of this task with the student for parts A, B, and C. The teacher may use a blank sheet of paper to cover the Spanish version of the story for the English speaking student or to cover the English version for the monolingual Spanish speaking student (to avoid confusion for the student).

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 3 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. The teacher hands the student the story, "My Cat"/"Mi Gato" (grade level appropriate) with numbers on the pages (upside down and backwards).

Ask the student to find page 4 and page 6:

Go to page 4, page 6, etc.	**Pasa a la página cuatro, seis, etc.**
	Pah-sah ah lah páw-he-nah kwa-troh (4).
	Pah-sah ah lah páw-he-nah say-ees (6).

Assess concepts of prints:

1. Did student turn the booklet and hold it correctly?
2. Did student turn the pages appropriately (sequencially)?
3. Does student look at print from left to right?

B. Assess student ability to recognize letters. The teacher uses the story and points to different letters in words and asks the student to identify the letter. (Use Spanish Alphabetic chart from Task 2 for Spanish speaking students to assess letter recognition). For each letter pointed out ask the student:

Which is this letter?	or	(What is this letter?)
¿Cuál es esta letra?	**or**	**(¿Qué es esta letra?)**
¿ Kwál es es-tah ley-trah?		¿ Káy es es-tah ley-trah ?

C. Assess student reading level. Ask the student to read the story to you.

Read this story to me.
Leeme este cuento
Leh-may es-tey kwen-toe.

Assess student reading level based on the point at which student cannot read beyond fluently. The reading difficulty increases by approximately 1/2 grade level per page. Reading levels are approximated as follows: Title page: pre-primer; Page 1: beginning of first grade; Page 2: end of first grade; Page 3: first half of second grade; Page 4: end of second grade; Page 5: first half of third grade; Page 6: end of third grade.

Assess fluency as follows:

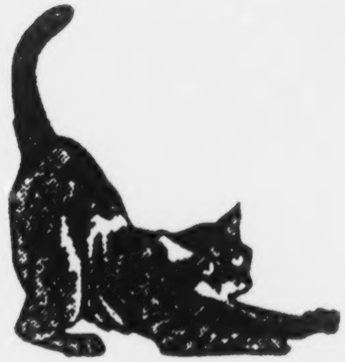
1. flow and fluency in reading words and sentences
2. one-to-one correspondence
3. uses phonectic clues
4. uses context clues

My Cat

Mi Gato

I have a cat.

Tengo un gato.



My cat likes to eat fish. He also
likes to drink milk. He is getting fat.

A mi gato le gusta comer pescado. A él le
gusta tomar leche. Él se está engordando.

3

My cat is really funny. He plays with a ball of yarn and catches mice. When I am asleep, he jumps on me and wakes me up.

Mi gato es muy chistoso. Él juega con una pelota de hilo y pesca ratones. Cuando duermo, él brinca sobre mí y me despierta.

4

Do you know what happened to my cat one day? He jumped out the window and soon the neighbor's dog was barking at him.

¿Sabes que le pasó a mi gato? Brincó por la ventana, y en seguida , un perro de los vecinos empezó a ladrar a mi gato.

He climbed up to the highest branch of our pine tree. The firemen arrived with their ladders to rescue him. The fireman said, "Your cat is now safe and is famous."

Él se subió en la rama más alta de nuestro pinoreal. Los bomberos llegaron con sus escaleras para rescatarlo. El bombero dijo "Ahora tu gato está salvo y famoso."

Snapshot Assessment Language Arts: Task 4:
Reading comprehension and using context clues

National Target Standard(s): 5. Demonstrates competence in the general skills and strategies of the reading process. 7. Demonstrates competence in the general skills and strategies for reading information. 6. Demonstrates competence in the general skills and strategies for reading literature.

Benchmark(s):

(K-2) 5c.	Uses . . . clues . . . as an aid to comprehension.
(K-2) 7a.	Comprehends the main idea of simple expository information.
(K-2) 6b.	Makes simple inferences regarding "what will happen next" or "how things could have turned out differently."
(K-2) 6a.	Comprends the basic plot of simple stories.

Task Description: The teacher uses the short stories on the following pages to assess student reading skills and comprehension. Students are asked to respond to questions, read stories, and draw pictures. In part A (the story of the Wet Duck) students are asked to draw a picture of "what happens next." Any picture is correct that demonstrates comprehension of the story. The Anorak described in part B. is a coat (however, if the student draws a scarf, hat or other item of clothing that fits, they should receive full points). The purpose of the story in part B. is to assess the students' ability to identify unknown vocabulary from context clues.

Materials: Teachers should use the student reading copy on page 3 of this task for part A and the student reading copy on page 5 for part B. Teacher may use a blank sheet of paper to cover the Spanish version of these stories for the English speaking student or to cover the English version for the monolingual Spanish speaking student (to avoid confusion for the student).

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].

2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 4 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. The teacher asks the student to read the story of the "Wet Duck" out loud (see the following page for the student copy of the story). Then the teacher asks the student to draw a picture of what they think happens next.

1. Read me the story
   Leeme la historia.
   Leh-may la ee-stor-ree-ah.

THE WET DUCK

The little duck was in the lake.

It started to rain. He went home.

EL PATITO MOJADO

El patito estaba en el lago.

Comenzó a llover. Se fue para su casa.

PHONETICS:

EL PAH-TEE-TOH MO-HA-DOH

Ehl pah-tee-toh ehs-tah-bah in ehl lah-go.
Koh-men-só ah yo-vehr. Seh fweh pah-dah soo kah-sah.

---

2. Draw a picture of what you think would happen next.
   Dibuja lo que piensas que pasaría después.
   Dee-boo-hạ low keh pee-in-sahs keh pah-saw-rée-ah dehs-pwéhs.

Snapshot Assessment Language Arts: Task 4 (page 3)

Student Reading Copy

THE WET DUCK

The little duck was in the lake.

It started to rain. He went home.

EL PATITO MOJADO

El patito estaba en el lago.

Comenzó a llover. Se fue para su casa.

Snapshot Assessment Language Arts: Task 4 (page 4)

Procedures, activities, visuals, diagrams, directions, etc.:

B. The teacher asks the student to read the following story (see the next page for the student copy):

1. **Lee la historia.**
   Leh- la ee-stor-ree-ah.

THE LOST *ANORAK*

The boy lost his *anorak* at school. He was cold on his way home.

He found another *anorak* in the closet. Now he is warm when he goes outside.

EL *ANORAK* PERDIDO

Al chico se le perdió su *anorak* en la escuela. Tenía frío cuando caminaba a su casa. Encontró otro*anorak* en el ropero. Ahora, no tiene frió cuando sale de la casa.

PHONETICS:

El *AH-NO-RAHK* PEHR-DEE-DOH
Ehl chee-koh seh leh pehr-dee-óh sue ah-no-rahk in lah ehs-kweh-lah. Teh-née-ah frée-oh kwahn-doh kah-mee-noh-bah ah sue kah-sah. In-cone-tróh oh-trah ah-no-rahk in ehl roh-peh-roh. Ah-or-ah, no tee-in-eh frée-oh kwahn-doh sah-leh deh lah kah-sah.

---

2. Draw a picture of what he lost.
   Dibuja lo que perdió el chico.
   Dee-boo-ha low keh pehr-dee-óh ehl chee-koh.

3. Draw a picture of where he found another anorak.
   Dibuja el lugar donde él encontró otro anorak.
   Dee-boo-ha ehl loo-gahr dohn-deh éhl in-cone-tróh oh-troh ah-no-rahk.

4. Write a question about the story "The Lost Anorak."
   Escribe una pregunta del cuento "El Anorak perdido."
   Ehs-cree-beh oon-ah preh-goon-tah dehl kwehn-toh "Ehl ah-no-rahk pehr-dee-do".

Student Reading Copy

THE LOST *ANORAK*

The boy lost his *anorak* at school. He was cold on his way home. He found another *anorak* in the closet. Now he is warm when he goes outside.

EL *ANORAK* PERDIDO

Al chico se le perdió su *anorak* en la escuela. Tenía frío cuando caminaba a su casa. Encontró otro *anorak* en el ropero. Ahora, no tiene frió cuando sale de la casa.

Snapshot Assessment Language Arts: Task 5:
Writing, grammar, spelling, and punctuation

National Target Standard(s): 1. Demonstrates competence in the general skills and strategies of the writing process. 3. Writes with a command of the grammatical and mechanical conventions of compostion.

Benchmark(s):

(K-2) 1a. Dictates or writes stories or essays, based on one's own experience, with a sequence of events that make sense.

(K-2) 1b. Dictates or writes stories or essays that have some evidence of a beginning, middle, and ending.

(K-2) 3a. Writes compositions that contain complete sentences.

(K-2) 3f. Writes compostions that show some evidence of correctly spelling common, frequently used words.

(K-2) 3g. Writes compostions that have few significant errors in the capitalization of words that begin sentences and shows some attention to the capitalization of proper nouns.

(K-2) 3h. Writes compositions that have few significant errors in the use of a period as the end punctuation mark and shows some attention to the use of the question mark.

(K-2) 3j. Writes compostions that have few significant errors in the use of commas in a series of words.

Task Description: The teacher asks the students to perform activities on the following page. Students should be provided with paper, a pencil, and drawing tools. Students are asked to draw a picture of their family to assess elementary understanding of directions, writing, and using writing/ drawing implements. Students are asked to write their first and last name to assess basic lettering and handwriting skills. In part C students are asked to write a story in either English or Spanish to assess general ability to generate topics and develop ideas in writing as well as general handwriting and grammatical concepts. In part D the correct punctuation, capitalization and spelling for the sentence in English and in Spanish is as follows: [My sister Maria is six years old. She likes dogs, cats and cows.] [Mi hermana María tiene seis años. A ella le gustan los perros, gatos y vacas].

Materials: Students should be provided with paper, a pencil, and drawing tools.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].

2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 5 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Draw a picture of your family.
Dibuja tu familia.
Dee-boo-ha too fah-mee-lee-ah.

Assess understanding and skill with elementary writing/drawing skill: 1. Does the student scribble or draw recognizable figures? 2. How does the student hold the pencil or crayon? 3. Does the student label the picture?

B. Write your first name/write your last name.
Escribe tu primer nombre/Escribe tu apellido.
Eh-scri-beh too pre-mare nome-bray/Eh-scri-beh too ah-pay-e-doh.

C. Write a story (use lined paper) about your family.
Escribe un cuento de tu familia.
Eh-scri-beh oon kwen-toe day too fom-meel-yah

Assess general student skills in writing, handwriting, grammar, and punctuation:

English

1. Can student develop a topic?
2. Is writing organized?
3. Subject/verb agreement?
4. Capitalization?
5. Spelling?
6. Synonyms/antonyms?
7. Upper/lower case letters?
8. Can student write all letters?
9. Writing in cursive or print?
10. Punctuation?
11. Spacing?
12. Indention?

Spanish

1. Can student develop a topic?
2. Is writing organized?
3. Upper/lower case letters?
4. Writing in cursive or print?
5. Punctuation?
6. Spacing?
7. Indention?
8. Capitalization?
9. Can student write all letters?

D. Rewrite and correct this sentence.
Escribe la frase de nuevo y corrígela.
Ehs-cree-beh lah frah-seh deh nweh-voh ee co-rée-heh-lah.

My sister maria is six years old she Likes dogs cats and kows

Mi hermana maría tiene seis años a ella le Gustan los perros gatos y bacas

Mee-ehr-mah-nah Mah-rée-ah tee-in-eh say-ees ah-nyos, Ah eh-ya leh goose-tahn lohs perh-rohs, gah-tohhs, ee bah-kahs.

Snapshot Assessment Language Arts: Task 6:
Understanding subject/verb agreement and modifiers

National Target Standard(s): 3. Writes with a command of the grammatical and mechanical conventions of a composition.

Benchmark(s):

(K-2) 3i. Writes compostions that have few significant errors in the formation of verb tenses and plurals.
(K-2) 3g. Writes compositions that have few significant errors in the capitalization of words that begin sentences and shows some attention to the capitalization of proper nouns.
(K-2) 3h. Writes compositions that have few significant errors in the use of a period as the end punctuation mark and shows some attention to the use of the question mark.
(K-2) 3j. Writes compostion that have few errors in the use of commas in a series of words.

Task Description: The teacher asks the student to select the correct word to complete the sentence in part A and B. Sentences should be shown to the student to see if he/she can read them and point to or orally respond with the correct word. If the student cannot read, the teacher should orally read the sentence and ask "Which is correct?" and then read the choices to the student. Students should be assessed in English first for proficiency in part A and B and then in Spanish if the student is a native Spanish speaker. The correct responses in part A (which assess understanding of subject/verb agreement) are: 1. swim/nadan (nah-dahn), 2. were/estamos (es-tom-mowhs), and 3. me/Juan y yo (Wahn ee yo). The correct responses for part B (which assesses understanding of modifiers) are: 1. ate/come (co-may), 2. opens/abre (ah-bray), and 3. playing/jugando (hoo-gone-doh). Part C assesses proficiency in punctuation and capitalization. Students should be ask to rewrite the words and phrases on a seperate piece of paper with correct punctuation. The teacher may read these sentences out loud with emphasis to indicate the target puntuation (e.g., Fire!).

Materials: The teacher should use the sentences on page 2 of this task for parts A and B with the student. Students should be asked to point to or write the correct answers in the blanks. The student worksheets on page 2 may be reproduced with permission. For part C the student worksheet on page 4 of this task may be reproduced with permission for the students to write correct punctuation.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 6 (page 2)

Student Worksheet

The teacher instructions to the students are:

Which is correct?
¿Cuál está bien?
¿Kwáhl ehs-táh bee-in?

A. 1. Ducks__________ -swims -swim -swimmed	**Patos__________** **-nadar** **-nadan** **-nadaba**
2. We__________late -was -be -were	**Nostros__________tarde.** **-esta** **-estar** **-estamos**
3. John went with Mary and_____. -me -I	**__________fuimos al mercado.** **- Juan y yo** **-Yo y Juan**
4. She_________ yesterday. -eats -ate	**Ella __________todos los dias.** **- como** **- come**
B. 1. Mel______the door. -opening -opens	**Mel__________la puerta.** **-abre.** **- abrir.**
2. Mary is not ______ fair. -plays -playing	**Maria, no está_________bien.** **-juega** **-jugando**

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Snapshot Assessment Language Arts: Task 6 (page 3)

Procedures, activities, visuals, diagrams, directions, etc.:

C. The teacher's instructions to students are to: read and rewrite putting the correct punctuation marks and capital letters where they belong. ! ? . ,

Lee y escribe de nuevo poniendo la puntuación correcta, letras mayúsculas y minúsculas donde deben estar.
Leh-ee ehs-cree-beh deh nweh-voh pohn-ee-in-doh lah poon-twah-see-ówn kore-ehk-tah, leh-trahs my-óos-koo-lahs ee me-nóos-koo-lahs dohn-deh deh-behn ehs-tahr.

Rewrite on a separate piece of paper:
Escribe aquí (teacher points to separate piece of paper):
Ehs-cree-beh ah-kéy:

1. Look out!	1. **¡Cuidado!** ¡Kwee-da-doh!
2. Fire!	2. **¡Fuego!** ¡Fueh-go!
3. How old are you?	3. **¿Cuántos años tienes tu?** ¿Kwán-toes ah-nyos tee-en-neys too?
4. My ball is red, blue, and green.	4. **Mi pelota es roja, azul y verde.** Me peh-loh-tah es row-hah ah-sool ee vehr-day.
5. What is your name?	5. **¿Cómo te llamas?** ¿Kó-moh tey yah-mahs?
6. My dog likes running jumping and eating.	6. **A mi perro le gusta correr, saltar y comer.** Ah me peh-roh leh goose-tah ko-rehr, sal-tahr ee ko-mehr.

Snapshot Assessment Language Arts: Task 6 (page 4)

Student Work Sheet

1. Look out	1. **Cuidado**
2. Fire	2. **Fuego**
3. how old are you	3. **cuántos años tienes tu**
4. my ball is red blue and green	4. **mi pelota es roja azul y verde**
5. what is your name	5. **cómo te llamas**
6. my dog likes running jumping and eating	6. **a mi perro le gusta correr saltar y comer**

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Snapshot Assessment Language Arts: Task 7:
Prediction, differentiating fact and fiction

National Standard(s): 6. Demonstrates competence in general skills and strategies for reading literature.

Benchmark(s):

(K-2) 6a. Comprehends the basic plot of simple stories.
(K-2) 6b. Makes simple inferences regarding "what will happen next" or "how things could have turned out differently."

Task Description: The teacher uses the following two stories to assess students ability to predict and draw conclusions about stories, read, differentiate between fact and opinion, and use reading to solve problems. The teacher should provide the student with paper for drawing and drawing implements (crayons, etc.).

Materials: The teacher should provide the student with paper for drawing and drawing implements (crayons, etc.). The student reading copy for the story "The Red Ball" is on page 3 and the student reading copy for the story "The Hungry Dog" is on page 4 of this task. The teacher may use a blank sheet of paper to cover the Spanish version of these stories for the English speaking student or to cover the English version for the monolingual Spanish speaking student (to avoid confusion for the student).

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 7 (page 2)

Procedures, activities, visuals, diagrams, etc.:

A. Teacher asks the students to read the following stories and respond to directions. The teacher asks the student to read the story first in English. If the student cannot read either language, the teacher may orally read the story to the student.

1. **The Red Ball.** (see page 3 for student reading copy).

   a. Please read the story and draw a picture of what you think happened to the tomato.
   Lee el cuento y dibuja lo que pasó al tomate.
   Leh- ehl **kwehn-toe** ee dee-boo-ha loh keh paw-sóh ahl toe-mah-teh.

Possible correct student responses:

English	Spanish	Phonetics
The tomato broke.	El tomate se rompió	Ehl toh-mah-teh seh rohm-pee-óh.
The tomato was smashed.	El tomate se quebró	Ehl toh-mah-teh seh keh-bróh.
The tomato split apart.	El tomate se rajó.	Ehl toh-mah-teh seh rah-hóe.
The tomato flew in the air.	El tomate se voló.	Ehl toh-mah-teh seh voh-lóh.

Possible incorrect student responses:

Nothing	Nada	Nah-dah
Don't know.	No sé	No séh

   b. Could this story really happen?
   ¿Piensas qu este cuento pudiera ocurrir en realidad?
   ¿Pee-in-sahs keh **ehs-teh kwehn-toe** poo-dee-ehr-ah oh-koor-reer in reh-ahl-ee-dahd?

2. **The Hungry Dog** (see page 4 for student reading copy).

   a. Please read the story and draw a picture of what you think the dog did.
   Por Favor, lee el cuento y dibuja lo que hizo el perro Blanco.
   Pohr **fah-vohr,** leh-eh ehl **kwehn-toh** ee dee-boo-ha loh-keh ee-soh ehl **pehr-roh blahn-koh.**

   b. Could this story really happen?
   ¿Piensas que este cuento pudiera ocurrir en realidad?
   ¿Pee-in-sahs keh **ehs-te kwehn-toh** poo-dee-ehr-ah oh-kor-reer in reh-ahl-ee-dahd.

Snapshot Assessment Language Arts: Task 7 (page 3)

Student Reading Copy

THE RED BALL

Once there was a friendly giant. The giant found a huge red tomato and thought it was a ball. He kicked the tomato and . . .

LA PELOTA ROJA

Había una vez un gigante amable. El encontró un tomate grande y rojo y el pensaba que era una pelota. El giante le dio una patada al tomate y....

PHONETICS:

LA PAY-LOW-TA RO-HA

Ah-**bée**-ah oo-nah vehz oon hee-**gahn**-teh ah-**mah**-bleh. Ehl ehn-cone-**tróh** oon toh-**mah**-teh **grahn**-deh ee **row**-hoe ee ehl pin-**sah**-ba keh ehr-ah oo-nah peh-loh-tah. Ehl hee-**gahn**-teh leh dee-oh oo-nah pah-**tah**-dah ahl toh-**mah**-teh ee . .

Snapshot Assessment System: Task 7 (page 4)

Student Reading Copy

THE HUNGRY DOG

Paul had a dog named Blanco. Paul loved to eat. Paul ate all day long. Blanco would watch and wonder what Paul was eating. Paul only fed Blanco bones. One day while eating, Paul heard a noise outside. He left his food on the table and went outside to see what was making the noise. He left Blanco in the house.

EL PERRO HAMBRIENTO

Pablo tenía un perro que se llamaba Blanco. A Pablo le gustaba comer. Pablo comía todo el día. Blanco miraba y pensaba en que Pablo comería. Pablo solamente le daba huesos a Blaco., Un día cuando Pablo estaba comiendo, Pablo oyó un ruido afuera. Pablo dejó su comida en la mesa y fue afuera para ver lo que hizo el ruido. Pablo dejó a Blanco en la casa.

PHONETICS:

EHL PEHR-RO AHM-BREE-IN-TOH

Pah-bloh teh-née-ah oon pehr-roh keh sey yah-mah-vah Blahn-koh. Ah Pah-bloh leh goose-tah-vah koh-mehr. Pah-bloh koh-mée-ah toe-doh ehl dée-ah. Blahn-koh mee-rah-vah ee pin-sah-vah in keh Pah-bloh koh-mehr-ée-ah. Pah-bloh soh-lah-men-teh leh dah-bah way-sohs ah Blahn-koh. Oon dée-ah kwahn-doh Pah-bloh ehs-tah-vah koh-mee-in-doh, Pah-bloh oi-yó oon roo-ee-doh ah-fweh-rah. Pah-bloh day-hóe soo ko-mee-da en la may-sa ee fway ah-fweh-rah pah-dah vehr loh keh ee-soh ehl roo-ee-doh. Pah-bloh day-hóe Blahn-koh in lah kah-sah.

Snapshot Assessment Language Arts: Task 8:
Problem solving (story problems)

National Target Standard(s): 6. Demonstrates competence in general skills and strategies for reading literature.

Benchmark(s):
(K-2) 6a. Comprehends the basic plot of simple stories.

Task Description: Students are asked to read the story problems on the following page and provide a written response which answers the questions. In Spanish the answer to part A is (3)tres (phoenetic = trehs). The answer to part B. is (8) ocho (phonetic = oh-cho).

Materials: Students should be provided with a pencil and paper to write answers.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 8 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Ask the student to read the following and answer the questions in writing.

1. **Por favor, lee la frase y escribe la respuesta.**
Pohr fah-vor leh-eh la fra-say ee ehs-cree-beh la res-poo-es-tah.

A boy has two cats and one dog.
How many animals does he have?

Un chico tiene dos gatos y un perro.
¿Cuántos animales tiene?

PHONETICS: Oon chee-koh tein-eh dose gah-toes ee oon pehr-row.
¿Kwán-toes on-ee-maul-es tee-en-eh?

2. **Por favor, lee la frase y escribe la respuesta.**
Pohr-fah-vor leh- la fra-say ee ehs-cree-beh la res-poo-es-tah.

Four girls each ate two cookies. How many cookies did they eat in all?

Cuatro muchachas comieron dos galletitas cada una.
¿Cuántas galletitas comieron en total?

PHONETICS: Kwan-troh moo-chaw-chahs ko-mier-on dose guy-yea-tee-tahs ka-da oo-nah.
¿Kwán-tahs guy-yea-tee-tahs ko-mier-on en toe-tall?

Snapshot Assessment Language Arts: Task 9: Understanding organizational features of printed text

National Target Standard(s): 5. Demonstrates competence in the general skills and strategies of the reading process. 7. Demonstrates competence in the general skills and strategies for reading information.

Benchmark(s):

(K-2) 5d. Decodes unknown words using basic elements of phonetic analysis (e.g., common letter/sound relationships) and structural analysis (e.g., syllables, basic prefixes, and suffixes).

(3-5) 7b. Understands the uses of the various parts of a book (index, table of contents, glossary, appendix).

Task Description: The teacher gives the book to the student and asks the questions on the following page to assess the student's understanding of page numbering, table of contents, and letter recognition. The teacher uses the alphabet in Task 2 for letter recognition. (Spanish alphabet with English phonetic index).

Materials: The teacher needs a primary level book in English or Spanish with page numbers and a table of contents. The book must contain at least 12 pages.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].

2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 9 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. **(Letter recognition in print)** The teacher asks the student to open the book. The teacher points to letters in words at random and asks:

"What letter is this?"
¿Qué letra es esta?
¿Kéh leh-trah ehs **ehs**-tah?

(The teacher should use the Spanish phonetic alphabet chart on page 3 of Language Arts Task 2 to assess letter recognition if the student responds in Spanish).

B. **(Organizational features of printed text)** Teacher asks students to:

1. Turn to page 2.
   Pasa a la página dos. Pah-sah ah lah páh-hee-nah dohs.
2. Turn to page 7.
   Pasa a la página siete. Pah-sah ah lah páh-he-nah see-**eh**-teh.
3. Turn to page 11.
   Pasa a la página once. Pah-sah ah lah **páh**-he-nah **own**-seh.
4. "Turn to the Table of Contents."
   "Pasa a la Tabla de Contenido."
   "Pah-sah ah lah **tah**-blah deh cone-teh-**nee**-doh."
5. Point to the story (chapter) on page . . . (teacher uses page numbers corresponding to chapters identified in table of contents)
   Apunta a la historia (capítulo) en página . . . (see below for numbers in Spanish).
   Ah-**poon**-tah ah lah ees-toe-**ree**-ah (kah-**pée**-too-loh) in **páh**-hee-nah . . .

Page numbers in Spanish:	1	2	3	4	5	6	7	8	9	10	11	12
	uno	dos	tres	cuatro	cinco	seis	siete	ocho	nueve	diez	once	doce
	oo-no	dose	trehs	kwa-tro	seen-co	say-ees	see-et-tay	oh-choh	new-ay-vay	dee-es	ohn-say	doh-seh.

Snapshot Assessment Language Arts: Task 10:
Understanding literary terminology

National Target Standard(s): 6. Demonstrates competence in general skills and strategies for reading literature.

Benchmark(s):

(K-2) 6a. Comprehends the basic plot of simple stories.
(3-5) 6d. Identifiies the main characters in works containing only a few basic characters.

Task Description: The teacher uses the story of the "Wet Duck" (see Task 4 part A for story) to assess the students' understanding of literary terminology.

Materials: Students should be provided with paper and pencil (or drawing tools) to draw answers to the teachers questions listed on the following page. The student worksheet on page 3 of this task may be reproduced with permission for students to draw pictures of their responses.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Language Arts: Task 10 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Teacher uses the story of "The Wet Duck" **"El patito mojado"** "Ehl Pah-**tee**-toh mow-**ha**-doh" (see Task 4 part A) and asks student to draw pictures in the boxes to demonstrate understanding of specific literary terms (student should use student worksheet on page 3 of this task).

SETTING (ESCENARIO)	CHARACTERS (PERSONAJES)	PROBLEM (PROBLEMA)	SOLUTION (RESUELTO)

1. Draw a picture of the setting of the story. Where did the story happen?
   Dibuja el escenario del cuento...Dónde ocurrió el cuento?
   Dee-**boo**-ha ehl eh-sin-ah-ree-oh dehl **kwehn**-toh...
   Dóhn-dehn oh-koo-ree-**óh** ehl **kwehn**-toe?

2. Draw a picture of the character(s). Who is in the story.
   Dibuja los personajes del cuento...Quién está en el cuento?
   Dee-**boo**-ha lohs pehr-so-**nah**-hehs ehl **kwehn**-toh...
   Kéy-in ehs-**táh** in ehl **kwehn**-toe.

3. Draw what the problem is in the story.
   Dibuja el problema en del cuento.
   Dee-**boo**-ha ehl proh-**bleh**-mah dehl **kwehn**-toe.

4. Draw how the problem was solved.
   Dibuja como fue resuelto el problema.
   Dee-**boo**-ha **koh**-moh fweh reh-**swell**-toe ehl proh-**bleh**-mah.

Snapshot Assessment Language Arts: Task 10 (page 3)

Student Work Sheet

SETTING (ESCENARIO)	CHARACTERS (PERSONAJES)
PROBLEM (PROBLEMA)	SOLUTION (RESUELTO)

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4

MultiDex™
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Snapshot Assessment Math: Task 1:
Number recognition

National Target Standard(s): 2. Understands and applies basic and advanced properties of the concept of numbers.

Benchmark(s):

(K-2) 2a. Has a general understanding that a number is a symbol for how much of something there is.
(K-2) 2b. Uses counting to represent numbers.

Task Description: The teacher uses the number chart on page 3 to assess number recognition in part A. The teacher provides instruction to students and, when appropriate, points to specific numbers and asks students to identify them. The four boxes of numbers become progressively more difficult (i.e., box 1 = numbers between one and 10, box 2 = numbers between 11 and 20, box 3 = numbers between 21 and 99, and box 4 = numbers between 100 and 1,000). Teacher judgement should be used to assess student proficiency based on grade level. In part B students are assessed regarding number sequencing and more or less. In part C students are asked to write numbers one to 20.

Materials: The teacher should use the chart on page 3 for part A. The teacher should use the chart on page 3 for part B number 5. The phonetic pronunciations in Spanish for each number on the student chart are on page 4 for the use of the teacher. Students should be provided with paper and pencil for part C of this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Math: Task 1 (page 2)

Procedures, activities,visuals, diagrams, directions, etc.:

A. The teacher uses the number charts on following pages for subtask A. The teacher identifies numbers at random from the charts on the following page (student is asked to point to the number identified):

Point to the number...
Apunta al número...
Ah-poon-tah ahl nóo-meh-roh...

B. 1. What number comes between 7 and 9?
¿Qué número está en medio de siete y nueve?
¿Kéh nóo-meh-roh ehs-táh in meh-dee-oh deh see-eh-tay ee new-wave-ay?

ANSWER: (8 = ocho, o-cho)

2. What numbers come between 78 and 81?
¿Qué números están en medio de setenta y ocho y ochenta y uno?
¿Kéh nóo-meh-rohs ehs-táhn in meh-dee-oh deh say-ten-ta ee o-cho ee o-chen-ta ee oo-no?

ANSWER: (79/80=setenta y nueve, say-ten-ta ee new-wave-ay & ochenta, o-chen-ta)

3. What number comes before 12?
¿Qué número está antes de doce?
¿Kéh nóo-meh-roh ehs-táh ahn-tehs day doe-say?

ANSWER: (11= once, own-say)

4. What number comes after 399?
¿Qué número está después de trescientos noventa y nueve?
¿Kéh nóo-meh-row ehs-táh dehs-pwéhs deh trehs-see-en-tohs noh-vehn-tay ee new-wave-ay?

ANSWER: (400= cuatrocientos, kwa-tro-see-en-tohs)

5. The teacher points to two numbers from each chart and asks the following questions:

Look at these numbers.	Which one is more?	Which one is less?
Mira a estos números.	**¿Cuál es más?**	**¿Cuál es menos?**
Mee-rah ah ehs-tohs nóo-meh-rohs.	¿Kwáhl ehs máhs?	¿Kwáhl ehs meh-nohs?

C. Write your numbers, one to twenty.
Escribe tus números, uno a veinte.
Es-scree-bay toos nóo-meh-rohs oo-no ah bayn-tay.

Snapshot Assessment Math: Task 1 (page 3): Student Number Chart

3	5	2
1	8	6
4	7	9

12	10	15
17	20	11
13	19	14
16	18	

21	42	64	79
33	54	55	66
81	92	49	75
50	35	45	60
99	25	27	84
85	78	82	30

102	327	492
777	680	240
1000	825	592
995	398	400
710	399	882
179	423	516
999	700	414

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Snapshot Assessment Math: Task 1 Spanish phoenetic number chart (page 4)

3 **tres** trace	5 **cinco** seen-co	2 **dos** dose
1 **uno** oo-no	8 **ocho** o-cho	6 **seis** say-ees
4 **cuatro** kwah-tro	7 **siete** see-eh-tay	9 **nueve** new-wave-ay

12 **doce** doe-say	10 **diez** dee-ehs	15 **quince** keen-say
17 **diez y siete** dee-ehs-ee-see-eh-tay	20 **veinte** bayn-tay	11 **once** own-say
13 **trece** trays-say	19 **diez y nueve** dee-ehs-ee-new-wave-ay	14 **catorce** ka-tore-say
16 **diez y seis** dee-ehs-ee-say-ees	18 **diez y ocho** dee-ehs-ee-o-cho	

21 **veinte y uno** bayn-tay ee oo-no	42 **cuarenta y dos** kwah-ren-ta ee dose	64 **sesenta y cuatro** say-sen-ta ee kwah-tro	79 **setenta y nueve** say-ten-ta ee new-wave-ay
33 **treinta y tres** tren-ta ee trays	54 **cincuenta y cuatro** sin-kwayn-ta ee kwah-tro	55 **cincuenta y cinco** sin-kwain-ta ee seen-co	66 **sesenta y seis** say-sen-ta ee say-ees
81 **ochenta y uno** o-chen-ta ee oo-no	92 **noventa y dos** no-bayn-ta ee dose	49 **cuarenta y nueve** kwah-ren-ta ee new-wave-ay	75 **setenta y cinco** say-ten-ta ee seen-co
50 **cincuenta** sin-kwain-ta	35 **treinta y cinco** tren-ta ee seen-co	45 **cuarenta y cinco** kwah-ren-ta	60 **sesenta** say-sen-ta
99 **noventa y nueve** no-bayn-ta ee new-wave-ay	25 **veinte y cinco** bayn-tay ee seen-co	27 **veinte y siete** bayn-tay ee see-eh-tay	84 **ochenta y cuatro** o-chen-ta ee kwah-tro
85 **ochenta y cinco** o-chen-ta ee seen-co	78 **setenta y ocho** say-ten-ta ee o-cho	82 **ochenta y dos** o-chen-ta ee dose	30 **treinta** tren-ta

102 **ciento y dos** see-en-toh ee dose	327 **trescientos veinte y siete** trays-see-en-tohs bayn-tay ee see-eh-tay	492 **cuatrocientos noventa y dos** kwah-tro-see-en-tohs no-ven-ta ee dose
777 **sietecientos setenta y siete** see-eh-tay-see-en-tohs say-ten-ta ee see-eh-tay	680 **seiscientos ochenta** say-ees-see-en-tohs o-chen-ta	240 **doscientos cuarenta** dose-see-en-tohs kwah-ren-ta
1000 **mil** meel	825 **ochocientos veinte y cinco** o-cho-see-en-tohs bayn-tay ee seen-co	592 **quinientos noventa y dos** keen-ee-en-tohs no-ven-ta ee dose
995 **novecientos noventa y cinco** no-vay-see-en-tohs no-ven-ta ee seen-co	398 **trescientos noventa y ocho** trays-see-en-tohs no-ven-ta ee o-cho	400 **cuatrocientos** kwah-tro-see- en-tohs
710 **sietecientos y diez** see-eh-tay-see- en-tohs ee dee-ehs	399 **trescientos noventa y nueve** trays-see-en-tohs no-ven-ta ee new-wave-ay	882 **ochocientos ochenta y dos** o-cho-see-en-tohs o-chen-ta ee dose
179 **ciento setenta y nueve** see-en-toh say-ten-ta ee new-wave-ay	423 **cuatrocientos veinte y tres** kwah-tro-see-en-tohs bayn-tay ee trays	516 **quinientos diez y seis** keen-ee-en-tohs dee-ehs ee say-ees
999 **novecientos noventa y nueve** no-vay-see-en-tohs no-ven-ta ee new-wave-ay	700 **sietecientos** see-eh-tay- see-en-tohs	414 **cuatrocientos catorce** kwah-tro-see-en-tohs ka-tore-say

McREL 1996 *Snapshot Assessment System for Migrant and Language Minority Students: Rangel, R. & Bansberg, B.*

Snapshot Assessment Mathematics: Task 2:
Correspondence, shapes and patterns

National Target Standard(s): 2. Understands and applies basic and advanced properties of the concept of numbers. 5. Understands and applies basic and advanced properties of the concept of geometry.

Benchmark(s):

- (K-2) 2a. Has a general understanding that a number is a symbol for how much of something there is.
- (K-2) 5a. Understands the meaning of the basic properties of and similarities and differences between circles, squares, and triangles.
- (K-2) 5d. Understands that patterns can be made by putting different shapes together or taking them apart.

Task Description: The teacher uses the questions and pictures on the following page to assess numerical correspondence. The teacher uses the A-blocks provided with the Snapshot Assessment System to assess student knowledge of shapes and ability to create patterns.

Materials: The teacher should use the pictures on page 2 for part A. For part B the teacher should use the attribute (A) blocks supplied with this kit and the student should be provided with a piece of paper and drawing tools (e.g. pencil, pen, crayons, etc.). The A-blocks should also be used for part C of this task.

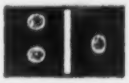
Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

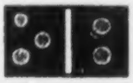
0 points	-	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	-	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	-	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	-	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

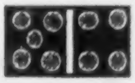
Snapshot Assessment Math: Task 2 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. The teacher asks student to:







Match the number with domino 9 3 5
Corresponde el número con el dominó
Koh-reh-**spohn**-deh ehl **nóo**-meh-roh cone ehl doh-mee-**nó**

B. Teacher uses various shapes of A-blocks and asks student to:

Show me the ____________. Draw a ______________.
Muéstrame ____________. **Dibuja** ______________.
Mwéhs-trah-meh __________. Dee-**boo**-ha ______________.

1. circle	**un círculo**	séer-koo-low
2. square	**un cuadrado**	kwah-**dra**-doh
3. star	**una estrella**	ehs-**treh**-yah
4. oval	**un óvalo**	**óh**-vah-low
5. triangle	**un triángulo**	tree-**áhn**- goo-low
6. rectangle	**un rectangulo**	rehk-tahn-**goo**-low
7. diamond	**un diamante**	dee-ah-**mahn**-teh

C. Patterns:

1. Use A-blocks (lay a pattern in different colors) and ask, "What's next?"
"¿Qué sigue?"
"¿**Kéh** see-geh?"

2. Make your own pattern (model).
Haz tu propio diseño (modelo).
Ahs too proh-**pee**-oh dee-**sehn**-yo **máhs** (mo-**day**-lo).

Could you make it harder?
¿Podrías hacerlo más difícil?
¿Poh-**drée**-ahs ah-sehr-low dee-**fée**-seal?

Snapshot Assessment Mathematics: Task 3:
Addition and subtraction

National Target Standard(s): Uses basic and advanced procedures while performing the process of computation.

Benchmark(s):
(K-2) 3a. Adds and subtracts whole numbers with accuracy.

Task Description: Teacher uses the addition and subtraction problems on the following page to assess student's proficiency in this area, Grade levels listed following the problems are only estimates, and teachers should base student performance (in relation to grade level) on the local curriculum and standards. The first line of both the addition and subtraction problems is estimated at the first grade level. The second line of the addition and the second and third line of the subtraction problems are estimated at the second grade level. The problems in both addition and subtraction successively increase in difficulty. Students should be provided with paper and pencil to complete the problems. Second line addition answers are (in order of the problems): 19, 31, 50, 449, 822. Second and third line subtraction answers are (in order of the problems): 8, 22, 18, 231, 288, 413, 2903, 4, 9.

Materials: The teacher may reproduce the student worksheet on page 3 for student use. The student should also be provided with scratch paper and pencil(s) for this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Math: Task 3 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Teacher instruction:
Add
Suma los números
Soo-mah lohs nóo-merh-rohs

For Example- 2 + 3 = 5
Por ejemplo- dos más tres son cinco
Pohr eh-hem-ploh--dose máhs trays sone seén-co

2	3	7	4	7
+ 3	+ 4	+ 0	+ 5	+ 5

14	22	31	324	
+ 5	+ 9	+ 19	+ 125	468 + 354 = ___

B. Teacher instruction:
Subtract
Resta/or Substrá los números
Rehs-tah/or soo-trá lohs nóo-merh-rohs

For Example- 5 - 4 = 1
Por ejemplo- cinco quita(menos) cuatro es uno
Pohr eh-hem-ploh--seen-co kee-tah (me-nohs) kwah-tro es oo-no

5	10	8	9	18
- 4	- 5	- 0	- 3	- 6

15	32	46	358	562
- 7	- 10	- 28	- 127	- 274

1,246 - 833 = ____

4,362 - 1,459 = ____

9 -____ = 5

15 - ____ = 6

Snapshot Assessment Math: Task 3 (page 3)

Student Worksheet

---

2 + 3	3 + 4	7 + 0	4 + 5	7 + 5
14 + 5	22 + 9	31 + 19	324 + 125	468 + 354 = ___

---

5 - 4	10 - 5	8 - 0	9 - 3	18 - 6
15 - 7	32 - 10	46 - 28	358 - 127	562 - 274

1,246 - 833 = ____ 4,362 - 1,459 = ____

9 -____ = 5 15 - ____ = 6

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Snapshot Assessment Math: Task 4:
Place value concepts

National Target Standard(s): Understands and applies basic and advanced properties of the concept of numbers.

Benchmark(s):
(3-5) 2e. Understands the basic meaning of place value.

Task Description: The teacher utilizes the instructions to students on the following page to assess understanding of place value concepts.

Materials: The teacher uses the numbers on the top of page 2. The teacher asks the student to respond to the questions by writing out the answers or pointing to the correct decimal place.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Math: Task 4 (page 2)

Procedures, activities, visuals , diagrams, directions, etc.:

A. 12 87 2580

12 - Point to the number in the tens place.
Apunta al número que está en el lugar de las decenas.
Ah-poon-tah ahl nóo-meh-roh keh ehs-táh in ehl loo-gahr day lahs deh-seh-nahs.

87 - Point to the number in the ones place.
Apunta al número que está en el lugar de las unidades.
Ah-poon-tah ahl nóo-meh-roh keh ehs-táh en ehl loo-gahr day lahs oon-ee-dah-dehss

2580 - Point to the number in the thousands place.
Apunta al número que está en lugar de las millares (milesimas).
Ah-poon-tah ahl nóo-meh-roh keh ehs-táh en ehl loo-gahr day lahs mee-lar-ehs (mee-lee-see-mahs).

Point to the number in the ones place.
Apunta al número que está en lugar de las unidades.
Ah-poon-tah ahl nóo-meh-roh keh ehs-táh en ehl loo-gahr day lahs oon-ee-dah-dehs.

Point to the number in the hundreds place.
Apunta al número que está en lugar de las centenas.
Ah-poon-tah ahl nóo-meh-roh keh ehs-táh en ehl loo-gahr day lahs sen-teh-nahs.

Point to the number in the tens place.
Apunta al número que está en lugar de las decenas.
Ah-poon-tah ahl nóo-meh-roh keh ehs-táh en ehl loo-gahr day lahs deh-cen-ahs.

Snapshot Assessment Mathematics: Task 5:
Value of money (addition)

National Target Standard(s): 3. Uses basic and advanced procedures while performing the process of computation.

Benchmark(s):
(3-5) 3k Carries out arithmetic computations involving dollars and cents.

Task Description: The teacher uses coins to assess student understanding of concepts of money, addition, estimation, and reasoning to solve problems. Students are asked to answer the questions on the following page.

Materials: Teacher needs for this task one quarter, one dime, one nickel, and four pennies. If coins are not available the pictures on page 2 may be used.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

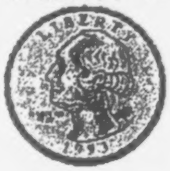
0 points	- Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	- Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	- The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	- Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Mathematics: Task 5 (page 2)

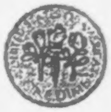
Procedures, activities, visuals, diagrams, directions, etc.:

Teacher instruction: (Teacher shows student one coin at a time).

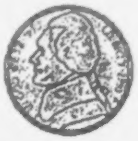
A. How much is this?
¿Cuánto vale?
¿Cwáhn-toe vah-lay?



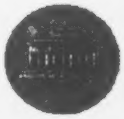
veinte y cinco centavos
bayn-tay ee seen-koh
sen-tah-vohs



diez centavos
dee-ehs sen-tah-vohs



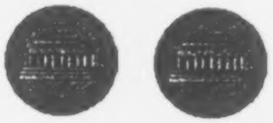
cinco centavos
seen-co sen-tah-vohs



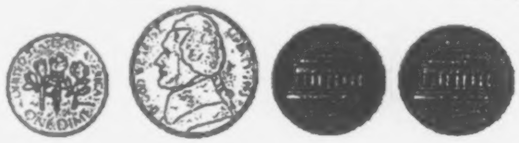
un centavo
oon' sen-tah-vol

B. Teacher displays coins as follows and asks: How much is this?
¿Cuánto es?
¿Cwáhn-toh ehs?

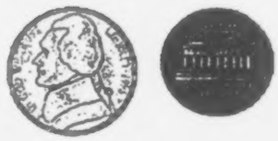
1. **dos** dose



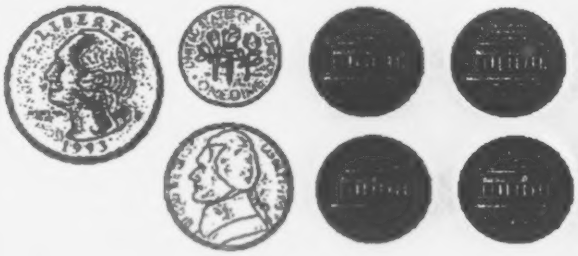
3. **diez y siete** **dee-ace ee se-eh-tay**



2. seis say-ees



4. **cuarenta y cuatro**
cwa-rain-tah ee **kwah-**tro



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Snapshot Assessment Mathematics: Task 6:
Concept of fractions

National Target Standard(s): 2. Understands and applies basic and advanced properties of the concept of numbers.

Benchmark(s):
(3-5) 2b. Understands the basic relationship of fractions to decimals and fractions to whole numbers.

Task Description: The teacher uses two circle A-Blocks to assess student understanding of common fractions. The student is asked to respond to the questions on the page 2.

Materials: The teacher should use two of the large circle A-blocks. One circle should be cut into quarters and one circle into thirds.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

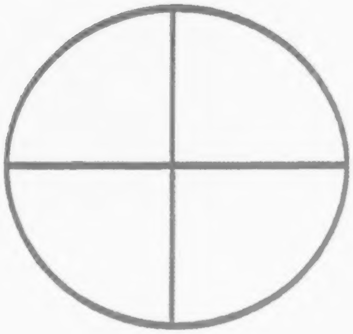
0 points	-	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	-	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	-	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	-	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

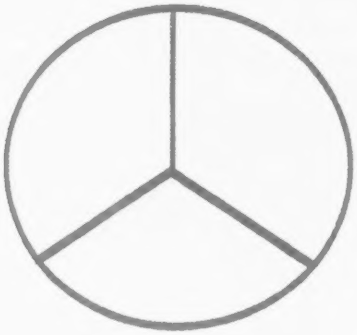
Snapshot Assessment Mathmatics: Task 6 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Concept of fractions:

1. Give me one half of the circle.
Dame la mitad del círculo.
Dah-may la **mee-tahd** dehl **sée**r-coo-low.





2. Give me one fourth of the circle.
Dame un cuarto del círculo.
Dah-may oon **kwah**-tro dehl **sée**r-coo-low.

3. Give me three fourths of the circle.
Dame tres cuartos del círculo.
Dah-may trays **kwah**-tros dehl **sée**r-coo-low.

4. Give me one third of the circle
Dame un tercio del círculo.
Dah-may oon tehr-**see**-oh dehl **sée**r-coo-low

5. Give me two thirds of the circle.
Dame dos tercios del círculo.
Dah-may dose tehr-**see**-ohs dehl **sée**r-coo-low

Snapshot Assessment Mathematics: Task 7:
Patterns and problem solving

National Target Standard(s): 8. Understands and applies basic and advanced properties of functions and algebra.

Benchmark(s):
(3-5) 8b. Extrapolates simple patterns of numbers and geometric shapes.

Task Description: The teacher uses A-blocks to assess student understanding of patterns, reproducing and creating patterns, and recognizing patterns. Students are asked to complete the patterns on the following page.

Materials: The teacher should useA-blocks in assessment kit for this assessment. Construct the patterns on page 2 with A-blocks for the student to complete.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

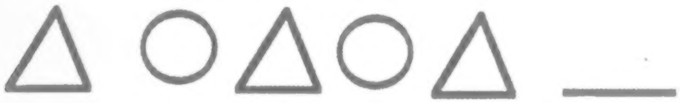
0 points	- Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	- Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	- The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	- Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Mathmatics: Task 7 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

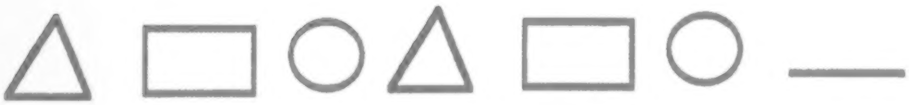
Teacher instruction:

A.



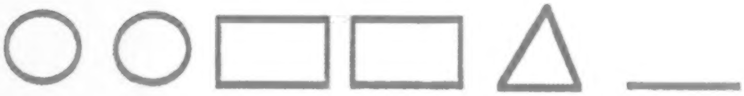
Teacher asks: What comes next, a triangle or circle?
¿Qué es lo que sigue un triángulo o un círculo?
¿Káy ehs low kay **see-gay** oon tree-áhn-goo-low oh oon séer-coo-low?

B.



Teacher asks: What comes next?
¿Qué sigue?
¿**Káy see-gay**?

C.



Teacher asks: What comes next?
¿Qué sigue?
¿**Káy see-gay**?

Snapshot Assessment Mathematics: Task 8:
Geometry in the real world

National Target Standard(s): 8. Understands and applies basic and advanced properties of the concepts of geometry.

Benchmark(s):

(K-2) 5c. Understands that shapes such as circles, squares, and triangles can be found in nature and in things that people make, and that these shapes can be used to describe many things.

Task Description: The teacher asks the student to create different figures and pictures using the A-blocks based on the questions indicated on page 2.

Materials: The teacher needs A-blocks for this assessment in order to measure ability of student to do problems and compare and identify models of geometric figures. The teacher should cut one or two of the A-block squares into long rectangles to facilitate student performance of this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

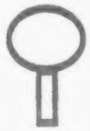
0 points	-	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	-	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	-	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	-	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Math: Task 8 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. The teacher places an assortment of triangles, squares, and circles in front of the students. The teacher could demonstrate a picture as an example:

Make a lollipop **(una paleta, oo-na pa-lay-tah)** →



1. Use the shapes and make a tree.
   Usa las figuras y haz un árbol.
   Oo-sah lahs fee-**goo**-rahs ee ahs oon **áhr**-bowl.

2. Make a house.
   Haz una casa.
   Ahs **oo**-nah **kah**-sah.

3. Please, make a truck.
   Por favor, haz una troca (o camioneta).
   Pohr fah-**vohr**, ahs **oo**-nah **troh**-kah (oh kah-me-oh-**neh**-tah).

4. Please, make a man.
   Por favor, haz un hombre.
   Pohr fah-**vohr**, ahs oon **ohm**-bray.

   Please, make a woman.
   Por favor, haz una mujer.
   Pohr fah-**vohr**, ahs **oo**-nah moo-**herr**

5. Use all the shapes and make a picture.
   Usa todas las figuras y haz un dibujo.
   Oo-sah **toe**-dahs lahs fee-**goo**-rahs ee ahs oon dee-**boo**-hoe.

Snapshot Assessment Mathematics: Task 9:
Understanding of time

National Target Standard(s): 4. Understands and applie basic and advanced properties of the concept of measurement.

Benchmark(s):
(K-2) 4c. Has a basic understanding of the concept of time and how it is measured

Task Description: Teacher points to different clocks on the following page and asks student to tell the time on the clock. The answers in Spanish are:

A. Digital clocks:	5:00	"Son las cinco"	sohn lahs **seen**-co
	7:15	**"Son las siete y quince'**	sohn lahs see-et-tay ee **keen**-say
	2:30	**"Son las dos y treinta** (media)"	sohn lahs dose ee **tren**-tah (may-dee-ah)
	9:05	**"Son las nueve y cinco"**	sohn lahs neh-way-vay ee **seen**-ko
	12:45	**"Son las doce y cuarenta y cinco"**	sohn lahs doe-say ee kwa-ren-tah ee **seen**-ko
B. Face clocks:	3:00	**"Son las tres"**	sohn lahs trehs
	8:15	**"Son las ocho y quince"**	sohn lahs oh-cho ee **keen**-say
	10:30	**"Son las diez y treinta (media)"**	sohn lahs dee-es ee tren-tah (may-dee-ah)
	6:22	**"Son las seis y veinte dos"**	sohn lahs say-ees ee bayn-tay dose

Materials: The teacher uses the digital clocks on page 2 for part A and the face clocks on page 2 for part B.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

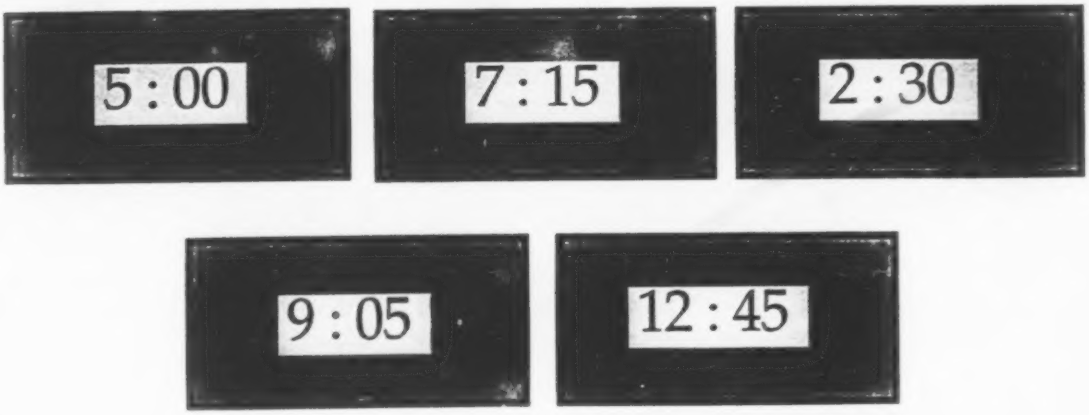
0 points	-	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	-	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	-	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	-	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Math: Task 9 (page 2)

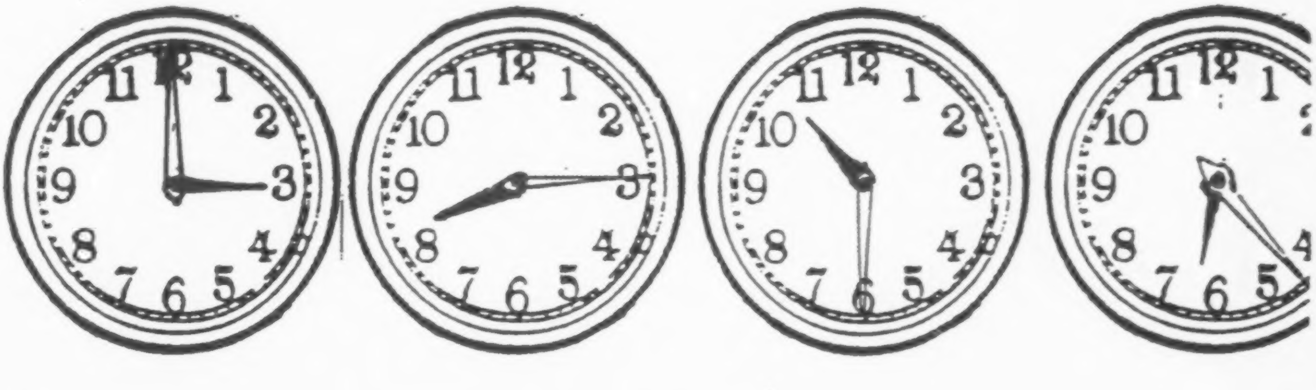
Procedures, activities, visuals, diagrams, directions, etc.:

The teacher points to different digital and face clocks and asks the student: Tell me what time it is. **Dime la hora.** **Dee**-meh la **oh**-rah.

A. Digital clocks:



B. Face clocks:



Snapshot Assessment Mathematics: Task 10:
Perimeter, volume, and capacity

National Target Standard(s): 4. Understands and applies basic and advanced properties of the concept of measurement.

Benchmark(s):
(3-5) 4p. Estimates, calculates, and compares perimeter, area, and volume.

Task Description: This task is designed to assess student knowledge of length, perimeter, volume, and capacity and ability to compare objects according to measurable attributes, and to use approximate measures. The teacher asks the student to answer the questions on the following page.

Materials: The teacher needs three lenghts of string (8 inch, 16 inch and 30 inch), and three coffee cups (styrofoam, paper, etc.) of uniform size for this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points	- Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	- Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	- The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	- Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Math: Task 10 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. The teacher displays the three lengths of string to the student and asks:
Which string is about the size of your foot?
¿Cuál hilo es el tamaño de tu pie?
¿**Kwál ee**-loh ehs el tah-**mayn**-yo deh too pieh?

Which string will fit best around your head?
¿Cuál hilo es el tamaño de tu cabeza?
¿**Kwál ee**-loh ehs el tah-**mayn**-yo deh too ka-**beh**-sah?

B. The teacher gives the student a cup full of water and holds an empty cup and asks:

Give me half of the water in your cup.
Dame la mitad del agua en tu taza.
Dah-mey lah mee-**tahd** dell **ah**-gwah ehn too **tah**-sah.

C. The teacher fills two cups with water, one 1/2 full and one 1/4 full and asks student:

Which cup has more water?
¿Cuál taza tiene más agua?
¿**Kwál tah**-sah te-**en**-ney **máhs** ah-gwah?

Which cup takes more time to drink?
¿Cuál taza se toma más tiempo para tomar?
¿**Kwál tah**-sah seh **toe**-mah **máhs** te-**em**-poh **pa**-rah toe-**mahr**.

Snapshot Assessment Mathematics: Task 11:
Multiplication and division

National Target Standard(s): 3. Uses basic and advanced procedures while performing the process of computation.

Benchmark(s):
(3-5) 3a. Add, subtracts, multiplies and divides whole numbers and decimals with accuracy.

Task Description: The teacher uses the problems on the following page to assess student proficiency in multiplication and division. The problems in both multiplication and division become progressively more difficult. Teacher judgement should be used to assess proficiency level based on how many problems a student answers correctly.

The answers for part A (multiplication) are: **2a.)** 6; **2b.)** 0 ; **2c.)** 9; **2d.)** 63; **2e.)** 36; **2f.)** 78; **2g.)** 300; **2h.)** 1,073; and **2i.)** 24,618.

The answers for part B (division) are: **1a.)** 5; **1b.)** 4; **1c.)** 3 ; **1d.)** 6; **1e.)** 70; **1f.)** 6; **1g.)** 23 (with 11 as the remainder); and **1h.)** 21 (with 8 as the remainder).

Materials: The teacher needs at least seven A-blocks of any shape from those included in the Snapshot Assessment System for problem 1 under A. The student worksheet on page 3 may be reproduced with permission to facilitate student completion of the task. Students should be also provided with scratch paper and pencil(s) to complete these problems.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Mathematics: Task 11 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Multiplication:

1.	Using 6 A-blocks ask the student to:	Make three sets of 2 (A-blocks) **Haz tres grupos de dos** Ahs trays groo-pohs deh dose
2.	Multiply these numbers. **Multiplica los números** Mool-tee-plee-kah lohs nóo-merh-rohs	For Example-2x3=6 **Por ejemplo–dos por tres son seis** Pohr en-hem-ploh–dos porh tres sone say-ees

a) $\begin{array}{r} 2 \\ \underline{\times 3} \end{array}$

b) $\begin{array}{r} 4 \\ \underline{\times 0} \end{array}$

c) 3 x 3 = _____

d) 9 x 7 = _____

e) $\begin{array}{r} 12 \\ \underline{\times 3} \end{array}$

f) $\begin{array}{r} 26 \\ \underline{\times 3} \end{array}$

g) $\begin{array}{r} 20 \\ \underline{\times 15} \end{array}$

h) $\begin{array}{r} 37 \\ \underline{\times 29} \end{array}$

i) $\begin{array}{r} 373 \\ \underline{\times 66} \end{array}$

B. Division:

1.	Divide **Dee-vee-deh los números** Dee-vi-di-doh lohs nóo-merh-rohs	For Example–15÷3 = 5 **Por ejemplo–Quince dividido por tres son cinco** Pohr eh-hem-ploh–quince dee-vi-di-doh pohr tres sone seen-co

a) 15 ÷ 3 =____ b) 16 ÷ 4 = ___ c) 33 ÷ 11= ___ d) 36 ÷ 6 = ____

e) 420 ÷ 6=____ f) 144 ÷ 24=____ g) 356 ÷ 15 =___ h) 596 ÷ 28 = ___

Snapshot Assessment Math: Task 11 (page 3)

Student Worksheet

---

a) $\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$

b) $\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$

c) $3 \times 3 =$ _____

d) $9 \times 7 =$ _____

e) $\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$

f) $\begin{array}{r} 26 \\ \times 3 \\ \hline \end{array}$

g) $\begin{array}{r} 20 \\ \times 15 \\ \hline \end{array}$

h) $\begin{array}{r} 37 \\ \times 29 \\ \hline \end{array}$

i) $\begin{array}{r} 373 \\ \times 66 \\ \hline \end{array}$

---

a) $15 \div 3 =$ ____

b) $16 \div 4 =$ ___

c) $33 \div 11 =$ ___

d) $36 \div 6 =$ ____

e) $420 \div 6 =$ ____

f) $144 \div 24 =$ ___

g) $356 \div 15 =$ ___

h) $596 \div 28 =$ ___

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Snapshot Assessment Science: Task 1:
Prediction, understanding instruments of measurements

National Target Standard(s): 4. Knows about the diversity and unity that characterize life. 10. Understands basic concepts about the structure and properties of matter.

Benchmark(s):

(3-5) 4b. Knows that plants and animals have life cycles which include birth, growth and development, reproduction, and death; the details of this life cycle are different for different organisms.

(3-5) 10c. Knows how an object's properties can be measured using tools such as rulers, balances, and thermometers.

Task Description: The teacher uses the pictures on page 2 to assess the student's proficiency using data and observations to predict outcomes and using simple devices to gather data. For part A the student should use a seperate piece of paper to draw what they think will happen next following the events pictured in frames one and two. The first set of frames in part A depicts a caterpillar, a cocoon, and the ? (the correct response should resemble a butterfly). The second set of frames in part A depicts a snowperson, a snowperson melting in the Sun, and the ? (the correct response should resemble water or an additional degree of melting). For part B the student should be asked to point to the correct instrument.

Materials: The student should have paper and pencil to draw their response to part A of the task.

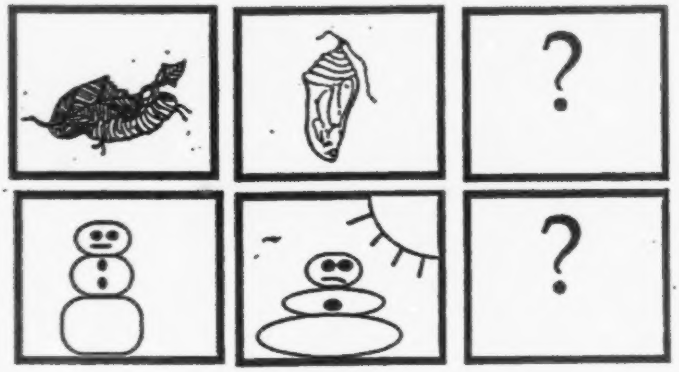
Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points	-	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	-	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	-	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	-	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 1 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Using data/observation to predict:



Draw what happens next.

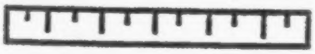
Dibuja lo qué sigue.

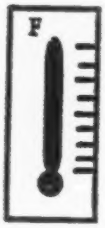
Dee-boo-ha loh keh see-gay.

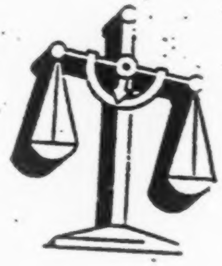
B. Understanding simple devices to gather data:

Which would you use to measure:
¿Cuál instrumento usarías para medir:
¿Kwáhl een-stroo-men-toe oo-saw-rée-ahs paw-rah meh-deer:

...length?	**...largo**	lahr-go
...weight?	**...peso**	peh-so
...temperature?	**...temperatura**	tem-pehr-ah-too-rah







Snapshot Assessment Science: Task 2:
Physical properties of objects and changes in matter

National Target Standard(s): 10. Understands basic concepts about the structure and properties of matter.

Benchmark(s):

(K-2) 10a. Knows that objects can be described and classified by their composition (wood, metal) and their physical properties (color, size, shape).

(3-5) 10d. Knows that materials have different states (solid, liquid, gas) and some common materials such as water can be changed from one state to another by heating or cooling.

Task Description: The pictures on page 2 are used to assess the student's understanding of the physical properties of objects and forms of matter and energy. The student is asked to point to pictures that match the teacher's descriptions. The correct responses for part A are: smooth = glass table top; rough = cactus; and soft = teddy bear . The correct responses for part B are: solid = ice cube; liquid = water in glass; gas = steam coming out of the kettle.

Materials: The teacher uses the pictures on page 2 with the student for this performance task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].

2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).

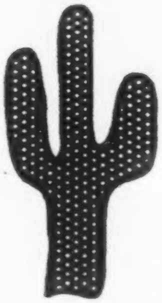
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

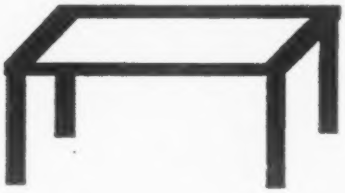
Snapshsot Assessment Science: Task 2 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Physical properties of objects:

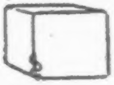
Point to something:	...smooth	...rough	...soft.
Apunta a algo:	**... blando (blandito)**	**...áspero**	**...suave.**
Ah-poon-tah ah ahl-go:	...blahn-doh (blahn-dee-toh)	... áhs-peh-roh?	...swah-veh?

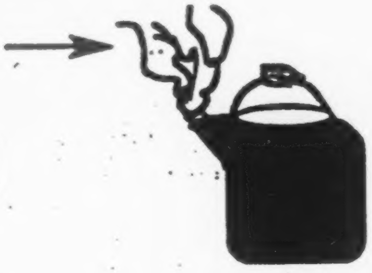




B. Understanding forms of matter:

Point to a:	... a solid	... a liquid	...a gas.
Apunta a:	**...un sólido**	**... un líquido**	**...un gas.**
Ah-poon-tah ah:	...oon sóul-ee-doh	...oon lée-key-doh	...oon-gahs.





Snapshot Assessment Science: Task 3:
Understanding how energy effects objects

National Target Standard(s): 12. Understands motion and the principles that explain it.

Benchmark(s):

(K-2) 12e. Knows that an object's motion can be changed by a push or pull by people or other objects.
(3-5) 12d. Knows that when a force is applied to an object, the object either speeds up, slows down or goes in a different direction.

Task Description: The pictures on page 2 are used to assess the student's recognition that energy appears in different forms and can move and change. The student is asked to point to a picture that accurately represents the effect of the action represented in the first picture. The correct responses are: picture two in the first set of frames and picture three in the second set of frames.

Materials: The teacher uses the pictures on page 2 with the student for this performance task.

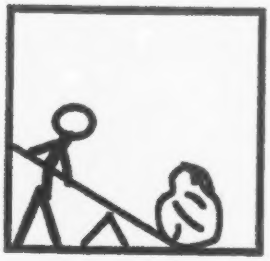
Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

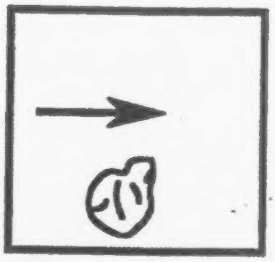
0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 3 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Point to what happens next.
Apunta a lo que occure siguiente.
Ah-poon-tah ah low keh oh-koo-reh se-gee-en-tay





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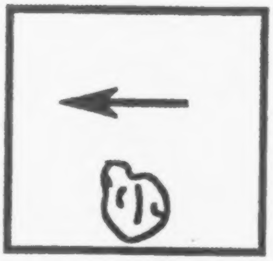

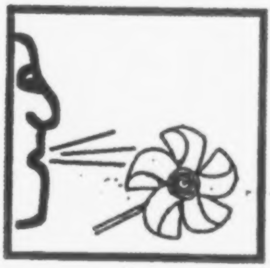

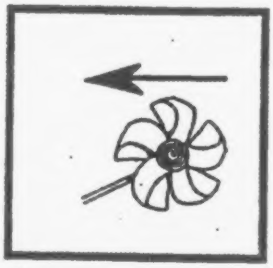

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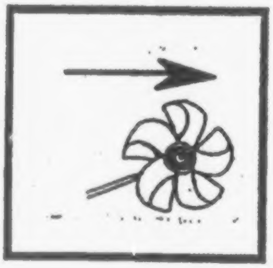


Snapshot Assessment Science: Task 4:
Understanding temperature and predictions based on temperature

National Target Standard(s): 10. Understands basic concepts about the structure and properties of matter.

Benchmark(s):

(3-5) 10c.	Knows how an object's properties can be measured using tools such as rulers, balances, and thermometers.
(3-5) 10d.	Knows that materials have different states (solid, liquid, gas) and some common materials such as water can be changed from one state to another by heating or cooling.

Task Description: The pictures on page 2 are used to assess the student's understanding of temperature, thermometers, and predictions based on temperature. The correct responses are: 1. the refrigerator; and 2. the Sun.

Materials: The teacher uses the pictures on page 2 with the student for this performance task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks; then use directions in the Task Description for scoring):

0 points	- Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	- Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	- The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	- Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

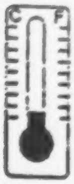
Snapshot Assessment Science: Task 4 (page 2)

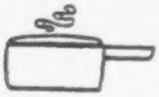
Procedures, activities, visuals, diagrams, directions, etc.:

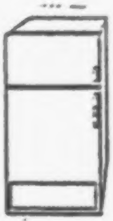
A. Using temperature

Match the thermometer to the picture.
Corresponde el termómetro al dibujo.
Core-ray-spone-day el tare-mów-may-troh all dee-boo-hoe.

1.







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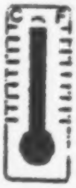
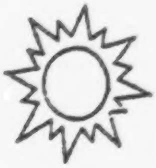




B. Predictions based on temperature:

1. If you left the ice cube outside in the sun draw a picture of what would happen.
Si dejaras un cubo de hielo afuera en el sol, dibuja lo que pasaría al cubo.
See deh-har-ahs oon coo-bo deh yellow ah-fweh-rah in ehl soul, dee-boo-hah low keh paw-sah-rée-ah ahl coo-bo

2. Teacher points to hot thermometer and the ice cream cone and asks:
If this temperature was with this picture draw what would happen.
Si esta temperatura estuviera con este dibujo, dibuja lo que pasaría.
See ehs-tah tem-pehr-ah-too-rah ehs-too-vee-ehr-ah kon ehs-teh dee-boo-hoe, dee-boo-hah low keh paw-sah-rée-ah.

Snapshot Assessment Science: Task 5:
Classifying organisms and understanding their basic needs

National Target Standard(s): 6. Knows the general structure and functions of cells in organisms.

Benchmark(s):
(K-2) 6a. Knows that animals require air, water, and food; plants require air, water, and light.

Task Description: The questions on page 2 are used with the pictures on page 3 to assess proficiency related to classifying organisms and understanding their basic needs [science benchmark (K-2) 6a]. The possible correct responses include: 1. cow, tree, bear, elephant, flower, chicken, pig, and girraffe; 2. cow, tree, bear, elephant, flower, chicken, pig, and girraffe; 3. cow, tree, bear, elephant, flower, chicken, pig, and girraffe; 4. cow, tree, bear, elephant, flower, chicken, pig, and girraffe; 5. cow, tree, bear, elephant, flower, chicken, pig, and girraffe; 6. bear, elephant, girraffe (the cow, chicken or pig may be identified under this question if students have been to petting zoos); 7. cow, chicken, and pig; and 8. soccer ball, teddy bear, the rocking horse, and the Sun.

Materials: The teacher uses the questions on page 2 and the pictures on page 3 with the student to assess performance in this task..

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points	- Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	- Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	- The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	- Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 5 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Classifying organisms and understanding their basic needs:

Use pictures on page 3 with the student to answer the following questions:

1. Point to three things that are alive.
   Apunta a tres cosas que son vivas.
   Ah-poon-tah ah trays koh-sahs keh sone vee-vahs.

2. Point to three things that grow.
   Apunta a tres cosas que crecen.
   Ah-poon-tah ah trays koh-sahs keh kreh-sehn.

3. Point to three things that need water.
   Apunta a tres cosas que necesitan agua.
   Ah-poon-tah ah trays koh-sahs keh neh-seh-see-tahn ah-gwah.

4. Point to three things that need air to live.
   Apunta a tres cosas que necesitan aire para vivir.
   Ah-poon-tah ah trays koh-sahs keh neh-seh-see-tahn eye-ehr-eh pah-rah vee-veer.

5. Point to three things that need food.
   Apunta a tres cosas que necesitan comida (o alimento).
   Ah-poon-tah ah trays koh-sahs keh neh-seh-see-tahn koh-mee-dah (ahl-ee-men-toh).

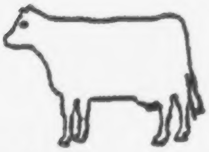
6. Which things are zoo animals?
   ¿Cuáles cosas son animales del zoológico?
   ¿Kwáhl-ehs koh-sahs sone ah-nee-mahl-ehs dehl zoh-oh-lów-hee-koh?

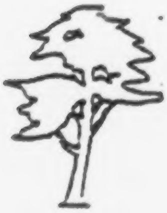
7. Which things are farm animals?
   ¿Cuáles cosas son animales de la granja?
   ¿Kwáhl-ehs koh-sahs sone ah-nee-mahl-ehs deh lah grahn-hah?

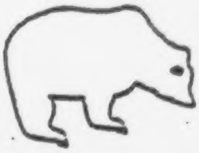
8. Point to three things that are not alive.
   Apunta a tres cosas que no son vivas.
   Ah-poon-tah ah trays koh-sahs keh no sohn vee-vahs.

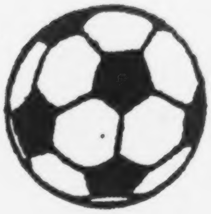
Snapshot Assessment Science: Task 5 (page 3)

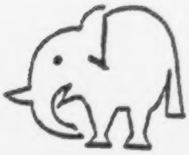
Student page

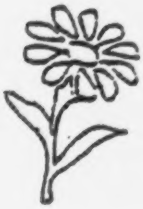


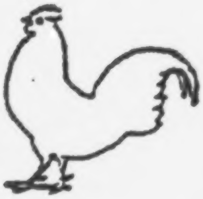


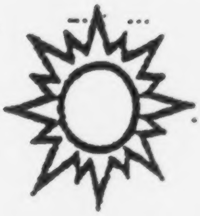


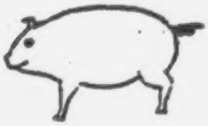


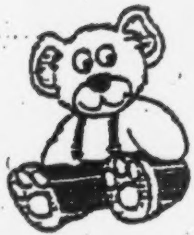


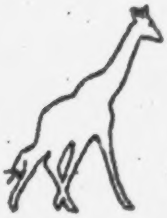


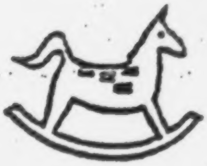












Snapshot Assessment Science: Task 6:
Identifying characteristics common to species

National Target Standard(s): 5. Understands the genetic basis for the transfer of biological characteristics from one generation to the next.

Benchmark(s):
(K-2) 5a. Knows that plants and animals closely resemble their parents.

Task Description: The pictures on page 2 are used to assess the student's understanding of the transfer of biological characteristics from one generation to the next. The student is asked to point to pictures that match the mother to the baby (or the adult to the young) for the following organisms. The correct responses are:

bear **oso** oh-soh = baby bear **osito** oh-see-toe (or) **cachorro** cah-chor-ro
butterfly **mariposa** mah-ree-poh-sah = caterpillar **oruga** oh-roo-gah
frog **rana** rah-nah = tadpoles **renacuajos** reh-nah-kwah-hohs
ducks **patos** pah-tohs = ducklings **patitos** pah-tee-tohs
dog **perro** peh-roh = puppy **perrito** peh-ree-toe

Materials: The teacher uses the pictures on page 2 with the student to assess performance for this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

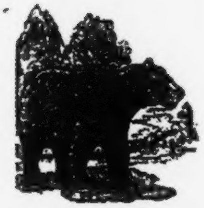
0 points	-	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	-	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	-	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	-	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

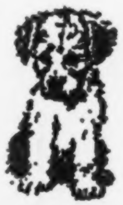
Snapshot Assessment Science: Task 6 (page 2)

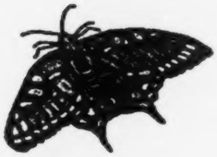
Procedures, activities, visuals, diagrams, directions, etc.:

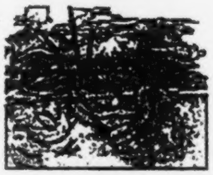
A. Identifying characteristics common to species:

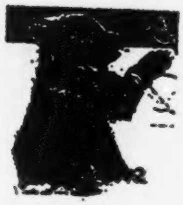
Match the mother to its baby (or the adult to the young).
Corresponde la madre con el bebé (o el adulto con el joven).
Cor-res-pon-day la mah-dray con el beh-báy (oh el a-dool-toh con el ho-ven).

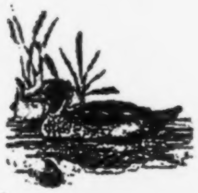


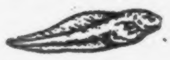


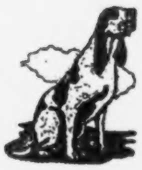


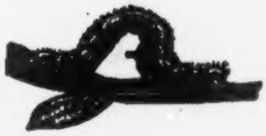












Snapshot Assessment Science: Task 7
Understanding of the five senses and basic human body systems

National Target Standard(s): 6. Knows the general structure and functions of cells in organisms.

Benchmark(s):

(3-5) 6a. Knows that each plant or animal has different structures which serve different functions in growth, survival, and reproduction (e.g., humans have distinct structures of the body for walking, holding, seeing, and talking).

(6-8) 6a. Knows that living systems at all levels of organization demonstrate complementarity of structure and function; the major levels of organization for structure and function include cells, tissues, organs, organ systems, whole organisms, and eco-systems.

Task Description: In part A.1 the teacher asks the student to point to which of the five senses is used for seeing, hearing, etc. In part A.2. the teacher uses the pictures on page 3, points to individual stimulus pictures, and asks the student which of the five senses would be best used with that picture. Some of the pictures on page 3 may represent actions or items for which one may use more than one sense (e.g. the radio can be heard, seen, and touched). The possible other uses for each picture should be taken into consideration when evaluating student responses. In part B the teacher asks the student to point to the pictures on page 4 that represent basic human body systems.

Materials: The teacher uses the questions on page 2 and the pictures on pages 2 and 3 and 4 for this task. The pictures on page 2 of the five senses are used for part A.1. The pictures on page 3 are used for part A.2. and the pictures on page 4 are used with part B.

Scoring: (Use teacher judgement with the following point system to score performance - unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points	- Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	- Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	- The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	- Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 7 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Understanding the five senses:

1. Which part of the body do you best use for ... ?
¿Cuál parte del cuerpo usa mejor para ... ?
¿Kwáhl pahr-teh dehl coo-err-po oo-sah meh-hohr pah-rah ... ?

hearing/oír oh-éer	taste/probar pro-var	seeing/ver vehr	touching/tocando toh-con-doh	smell/oler oh-lehr

eyes/los ojos
lohs oh-hohs

ears/los oídos
lohs oh-ee-dohs

mouth/la boca
lah bo-cah

nose/la náriz
lah náh-reese

hand/la mano
la mahn-o

2. Which part of the body do you best use to do this thing? (teacher uses pictures on page 3)
¿Cuál parte del cuerpo usa mejor hacer esta cosa?
¿Kwáhl pahr-teh dehl coo-err-po oo-sah meh-hohr ah-sehr ehs-tah *koh*-sah.

B. Human body functions: (the teacher uses the pictures on page 4 for this part)

Point to which... **Apunta al parte que...** Ah-poon-tah ahl pahr-teh keh...

—	pumps blood **hace que círcula la sangre.** ah-seh keh seér-koo-lah lah sahn-grey	(heart) **corazón** **koh-rah-sóne**
----	is for breathing **es para respirar** ehs pah-rah rehs-pee-rahr	(lungs) **pulmones** pool-mohn-ehs
—	helps you move **te ayuda mover** teh ay-you-dah mow-vehr	(muscles) **músculos** **móose-koo-lohs**
----	gives the body shape **da el cuerpo forma** dah ehl kwehr-poh form-ah	(skeletal) **esqueleto** ehs-keh-leh-toh

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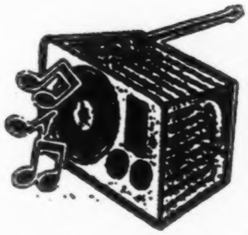
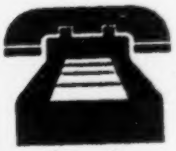
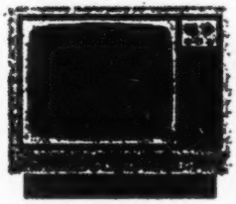
Snapshot Assessment Science: Task 7 (page 3)

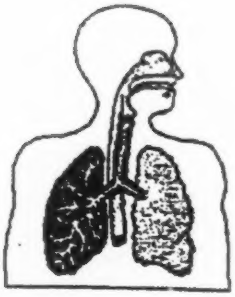
Pictures for students to complete part A.2.

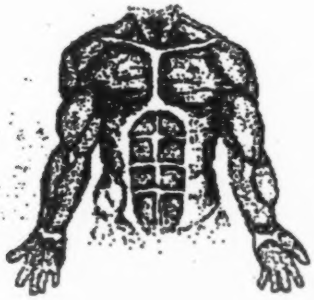


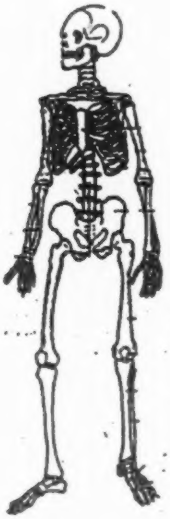


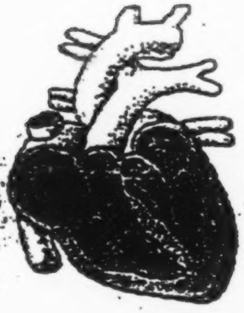


Snapshot Assessment Science: Task 7 (page 4)
Pictures for students to complete part B









Snapshot Assessment Science: Task 8:
Recognizing the Sun as a principal source of Earth's heat and light

National Target Standard(s): 11. Understands energy types, sources, and conversions, and their relationship to heat and temperature.

Benchmark(s):
(K-2) 11a. Knows that the Sun applies heat and light to the Earth.

Task Description: The the pictures on page 2 are used to assess the student's understanding of the Sun as the principal source of heat and light on earth. The student is asked to point to pictures that match the teacher descriptions.

Materials: The teacher uses the pictures on page 2 with the student to assess performance for this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

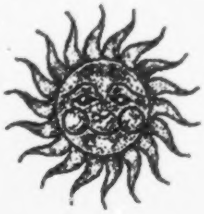
Snapshot Assessment Science: Task 8 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Recognizing the principal source of the Earth's light and heat.

1. Which gives us the most light?
¿Cuál da más luz?
¿Kwál dah **máhs** loose?

Moon **Luna**
Lou-nah



Sun **Sol**
Sole

star **estrella**
es-tray-yah

2. Which gives the most heat?
¿Cuál da más calor?
¿Kwál dah **más** kah-lore?

Sun **Sol**
Soul

Moon **Luna**
Lou-nah

star **estrella**
es-tray-yah

Snapshot Assessment Science: Task 9:
Recognizing how daily activities are affected by the weather

Target Standard(s): 15. Understands how physical systems affect human systems. (Geography)

Benchmark(s):

(3-5) 15c. Knows the ways in which human activities are constrained by the physical environment (e.g., effects of weather, climate and landforms on agricultlure, recreational activities, availability of water, expansion of settlement).

Task Description: The pictures on page 2 are used to assess the student's understanding of how daily activities are effected by weather. The student is ask to point to the picture that matches the weather picture pointed to by the teacher.

Materials: The teacher uses the pictures on page 2 with the student to assess performance in this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points	-	Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	-	Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	-	The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	-	Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

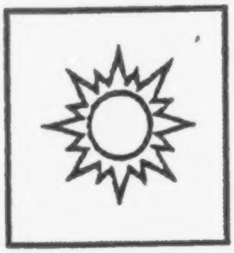
Snapshot Assessment Science: Task 9 (page 2)

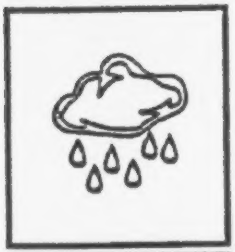
Procedures, activities, visuals, diagrams, directions, etc.:

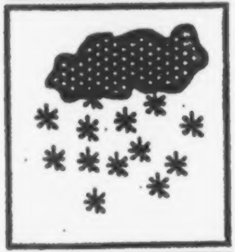
A. Recognizing how daily activities are affected by weather:

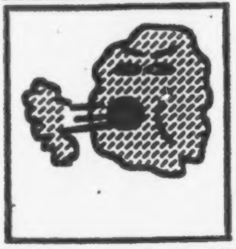
Point to what you would use in:
Apunta lo que usarias en:
Ah-poon-tah a low keh oo-saw-ree-ahs en:

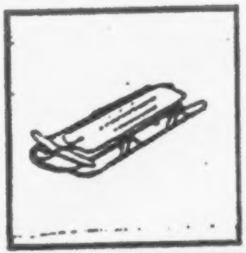
1.	the sun	el sol	(ehl sole)
2.	the rain	la lluvia	(la you-vee-uh)
3.	the snow	la nieve	(la knee-eh-veh)
4.	the wind	el viento	(ehl vee-en-toh)

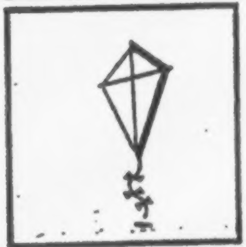


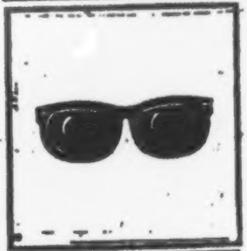


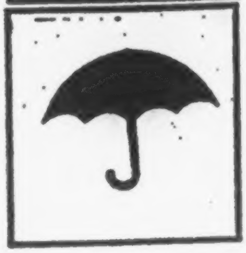












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Snapshot Assessment Science: Task 10:
Recognizing the importance of water

National Target Standard(s): 8. Understands the cycling of matter and flow of energy through the living environment. 14. Understands how human actions modify the physical environment. (Geography)

Benchmark(s):

(K-2) 8a. Knows that plants and animals both need water, animals need food to eat, and plants need light.
(K-2) 14a. Knows ways in which people depend on the physical environment (e.g., food, clean air, water, mineral resources.
(3-5) 14a. Knows the ways people alter the physical environment (e.g., by creating irrigation projects;clearing the land to make room for houses and shopping centers; planting crops; building roads).

Task Description: This task is to assess the student's understanding of the importance and uses of water. The student is asked to draw pictures that illustrate three uses of water. The student responses may touch on some or all of the preceding benchmarks.

Materials: The student must be provided with a pencil. Page 2 of this task may be reproduced with permission as a student worksheet to draw the three uses of water or the student must be provided with paper for drawing.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 10 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. **Recognizing the importance and uses of water:**

Draw three uses of water.
Dibuja tres usos del agua.
Dee-boo-ha trays ooh-sohs dehl ah-gwah.

Student Work Sheet

1

2

3

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Snapshot Assessment Science: Task 11:
Observations in the daytime and nightime sky

National Target Standard(s): 3. Understands essential ideas about the composition and structure of the universe.

Benchmark(s):

(K-2) 3b. Knows the Sun can be seen only in daytime, whereas the Moon is out sometimes at night and sometimes during the day.

Task Description: The task is to assess the student's understanding of objects that can be observed in the daytime and nightime sky. The student is asked to draw pictures that illustrate what can be seen in the sky during the day and during the night.

Materials: The student must be provided with a pencil.. Page 2 of this task may be reproduced with permission as a student worksheet to draw the objects in the daytime and nightime sky or the student must be provided with paper for drawing.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points	- Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	- Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	- The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	- Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 11 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

A. Observations in the daytime and nightime sky:

1. Draw a picture of what you would see in the sky during the day.
   Dibuja lo que ves en el cielo durante el día.
   Dee-boo-ha low keh vehs en ehl see-ay-low doo-ron-tay ehl dée-ah.

2. Draw a picture of what you would see in the sky during the night.
   Dibuja lo que ves en el cielo durante la noche.
   Dee-boo-ha low keh vehs en ehl see-ay-low doo-ron-tay la know-cheh

Student Worksheet

1

2

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Snapshot Assessment Science: Task 12:
Understanding geography and terrain

National Target Standard(s): 7. Knows the physical processes that shap patterns on Earth's surface. (Geography)

Benchmark(s):

(3-5) 7a. Knows the physical componets of Earth's atmoshpere (e.g., weather and climate), lithosphere (e.g., landforms such as mountains, hills, plateaus, plains), hydrosphere (e.g., oceans, lakes, rivers) and biosphere (e.g., vegetation and biomes).

Task Description: The task is to assess the student's understanding of geography and terrain. The student is asked to point to features of terrain on page 3 in response to teacher questions (provided on page 2). The correct responses are: 1. an island, **una isla,** oo-na ees-lah; 2. an ocean, **un océano,** oon oh-see-ahno; 3. a gulf, **un golfo,** oon gol-fo; 4. a beach, **una playa,** oo-na ply-yah; 5. mountains, **los montañés,** lohs mon-tan-nyés; 6. a lake, **un lago (una laguna),** oon lah-go (oon-na lah-goo-nah); 7. a dam, **un detoner el agua,** oon day-tay-nair el ah-gwha; 8. a mesa, **una mesa,** oo-na may-sah; and 9. a river, **un rio,** oon ree-oh.

Materials: The teacher should use page 3 with the student for completion of this task. Teacher questions for the student are on page 2.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points	- Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point	- Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points	- The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points	- Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 12 (page 2)

Procedures, activities,visuals, diagrams, directions, etc.:

A. Understanding geography and terrain:

Point to the part of the picture that shows ...
Apunta al parte del dibujo que muestra ...
Ah-poon-tah ahl par-tay del dee-boo-ho keh mways-trah...

1. an island
   una isla
   oo-na ees-lah

2. an ocean
   un océano
   oon oh-see-ahno

3. a gulf
   un golfo
   oon gol-fo

4. a beach
   una playa
   oo-na ply-yah

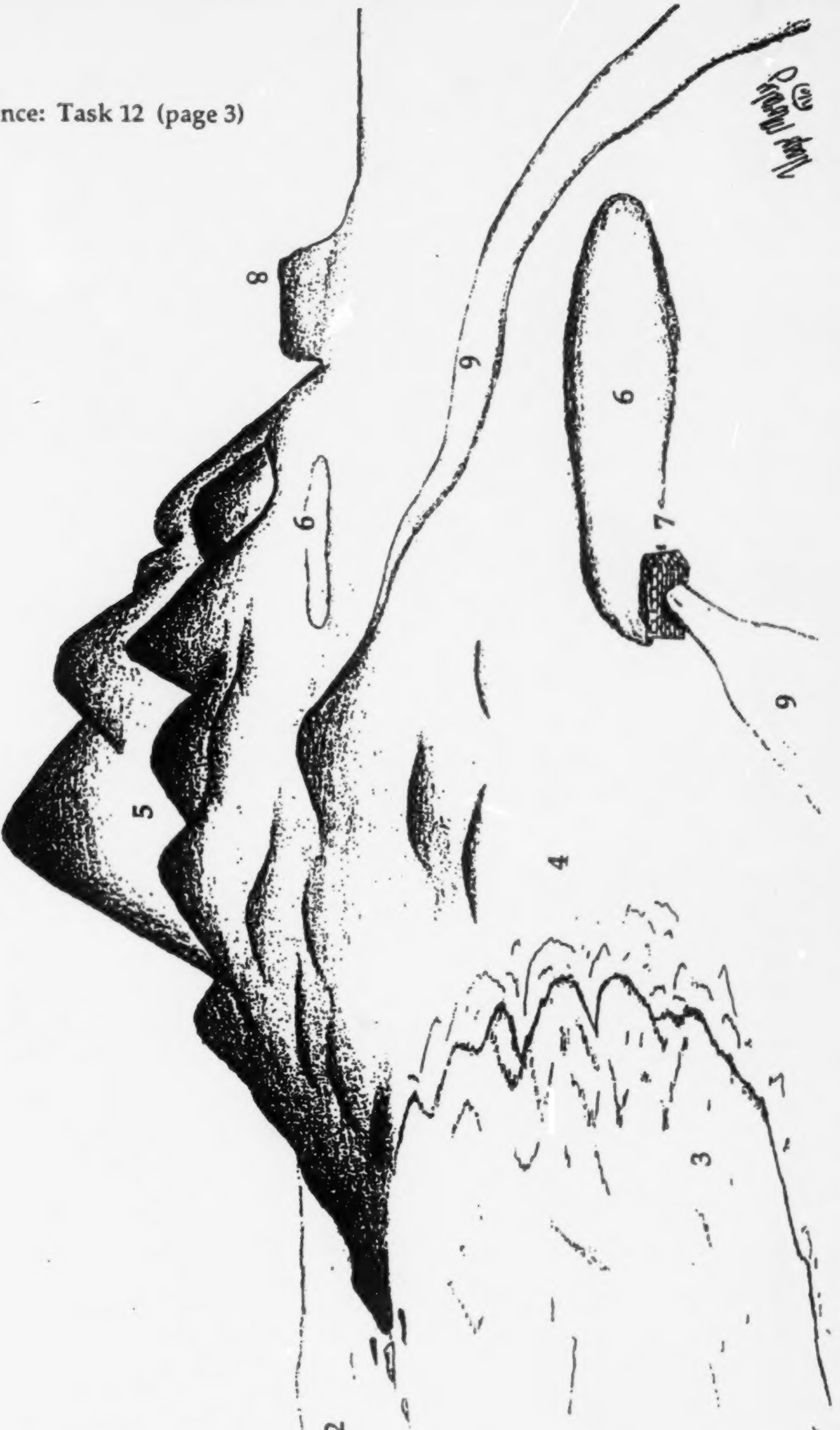
5. mountains
   los montañés
   lohs mon-tan-nyés

6. a lake
   un lago (una laguna)
   oon lah-go (oon-na lah-goo-nah)

7. a dam
   un detoner el agua
   oon day-tay-nair el ah-gwha

8. a mesa
   una mesa
   oo-na may-sah

9. a river
   un rio
   oon ree-oh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Snapshot Assessment Science: Task 13:
Recognizing the characteristics of the seasons

National Target Standard(s): 7. Knows the physical processes that shape patterns on the earth's surface (Geography) .

Benchmark(s):

(3-5)7c. Know how Earth's position relative to the Sun affects events and conditions on the earth (e.g., how the tilt of the Earth in relation to the Sun explains seasons in different locations on Earth; how the length of day influences human activity in different regions of the world).

Task Description: The pictures on page 2 should be used to assess student recognition of the characteristics of seasons. Student is asked to point to picture that accurately represents the season described by the teacher.

Materials: The teacher uses the questions and pictures on page 2 with the student for the completion of this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].

2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

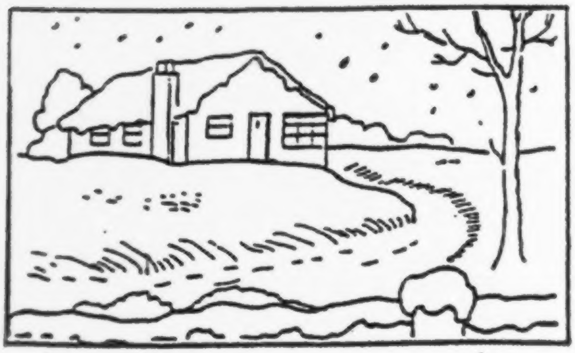
Snapshot Assessment Science: Task 13 (page 2)

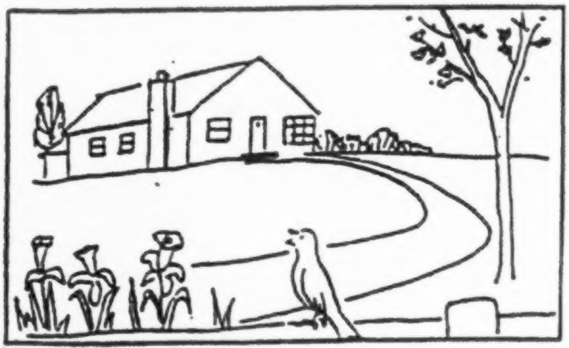
Procedures, activities,visuals, diagrams, directions, etc.:

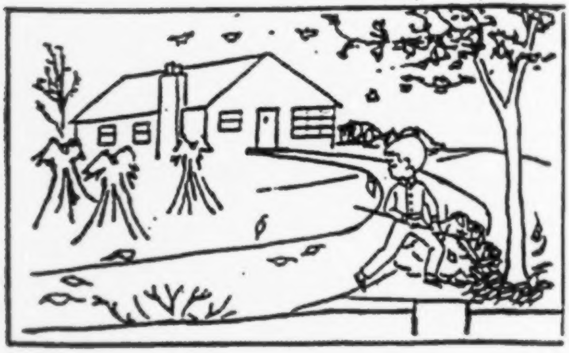
A. Recognizing the characteristics of the seasons:

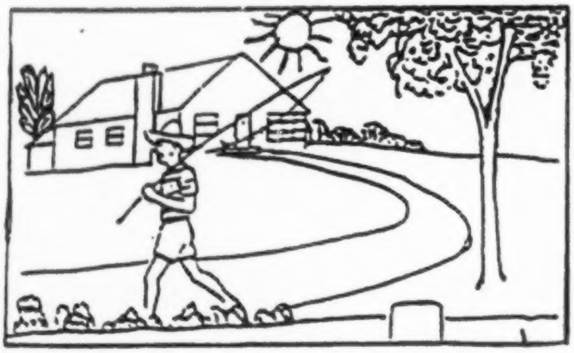
Point to the picture that shows:
Apunta al dibujo que muestra:
Ah-poon-tah ahl dee-boo-ho keh mways-trah:

...fall	**el otoño**	ehl oh-toe-nyoh
...winter	**el invierno**	ehl in-vee-air-no
...spring	**la primavera**	la pree-mah-vair-ah
...summer	**el verano**	ehl vair-ah-no









Snapshot Assessment Science: Task 14: Identifying basic components of the solar system

National Target Standard(s): 3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it.

Benchmark(s):

(3-5) 3a. Knows that the Earth is one of several planets that orbit the sun, and the moon orbits around the earth.

(6-8) 3b. Knows that nine planets of differing sizes and surface features and with differing compositions move around the Sun in nearly circular orbits; some planets have a variety of moons and rings of particles orbiting around them (e.g., the Earth is orbited by one moon, many artificial satelites, and debris).

Task Description: The questions on page 2 should used with the picture on page 3 to assess the student's understanding of the basic components of the solar system. The student is ask to point to the object(s) in the picture that the teacher indicates. The correct responses to the questions on page 2 are: 1. Mercury, **Mercurio, Mare-coo-ree-oh;** 2. Jupiter, **Júpiter, Hoo-pee-tare;** 3. Pluto, **Plutó, Ploo-toh;** 4. nine, **nueve, new-wave-ay;** 5. Saturn, **Saturno, Sat-toor-no;** and 6. True, **Verdad, Vare-dahd.**

Materials: The teacher uses the questions on page 2 and the picture on page 3 with the student to assess perfromance in this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].

2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 14 (page 2)

Procedures, activities,visuals, diagrams, directions, etc.:

A. Identifying basic components of the solar system:

1. Point to the planet nearest to the sun. *(Mercury)*
   Apunta al planeta que está más cerca al sol. *(Mercurio)*
   Ah-poon-tah ahl plah-neh-tah keh ehs-táh máhs sayr-kah ah sole. *(Mare-coo-ree-oh)*

2. Point to the largest planet. *(Jupiter)*
   Apunta al planeta más grande. *(Júpiter)*
   Ah-poon-tah ahl plah-neh-tah máhs grahn-day. *(Hoo-pee-tare)*

3. Point to the planet farthest from the sun. *(Pluto)*
   Apunta al planeta que está más lejos del sol. *(Plutó)*
   Ah-poon-tah ahl plah-neh-tah keh ehs-táh máhs lay-hos del sole. *(Ploo-toh)*

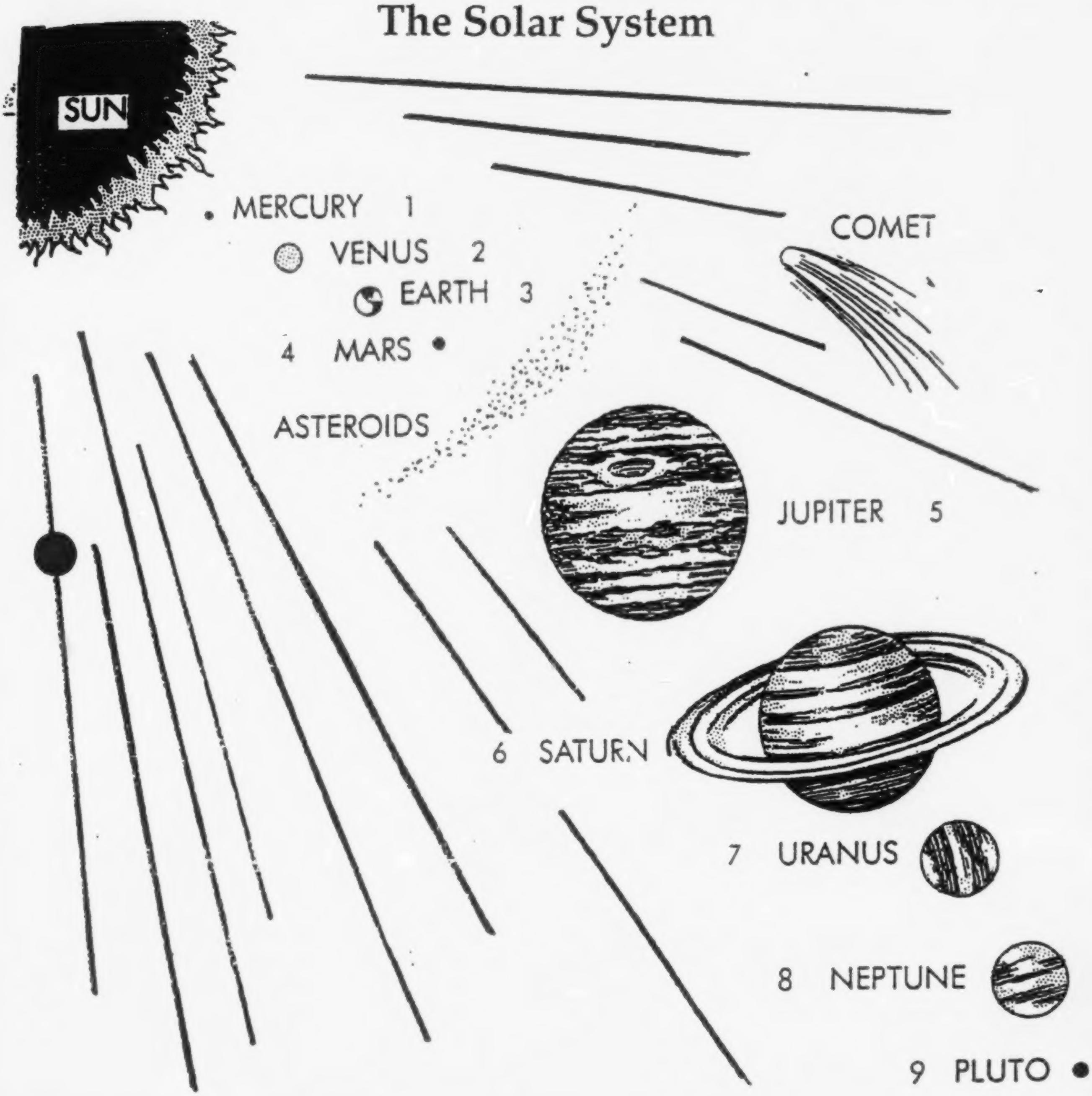
4. How many planets are there? *(nine)*
   ¿Cuántos planetas hay? *(nueve)*
   Kwáhn-toes plah-neh-tahs- eye? *(new-wave-ay)*

5. The planet with many rings is: *(Saturn)*
   El planeta con muchos anillos se llama *(Saturno)*.
   Ehl plah-neh-tah cone moo-chose ah-knee-yos say yah-mah *(Sat-toor-no)*.

6. True or False. The sun is larger than any other planet. *(True)*
   Cierto o Falso. El sol es más grande que cualquier otro planeta. *(Verdad)*
   See-air-toe oh fall-so. Eh sole ehs máhs grahn-day keh kwal-key-air oh-troh plah-neh-tah. *(Vare-dahd)*

Snapshot Assessment Science: Task 14 (page 3)

The Solar System



Snapshot Assessment Science: Task 15:
Understanding plants and plant growth

National Target Standard(s): 6. Knows the general structure and functions of cells in organisms. 8. Understands the cycling of matter and flow of energy through the living environment.

Benchmark(s):

(K-2) 6a. Knows that animals require air, water, and food; plants require air, water, and light.
(K-2) 8a. Knows that plants and animals both need water, animals need food to eat, and plants need light.

Task Description: The questions and pictures on page 2 should be used to assess the student's understanding of plants and plant growth. The student is ask to point to the pictures and put them in the correct order(in part A). The student is ask to point to three things plants need to live(in part B) (correct answers are Sun/light = Sol/luz (sole/loose); air = aire (ah´-e-ray); rain/water = lluvia/aqua (you-vee-ah/ah-gwah)).

Materials: The teacher uses the questions and pictures on page 2 with the student to assess performance for this task.

Scoring: (Use teacher judgement with the following point system to score performance unless the Task Description above indicates grade level estimates for specific subtasks, then use directions in the Task Description for scoring):

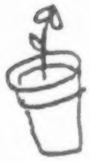
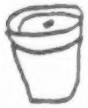
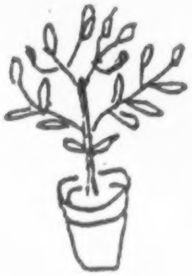
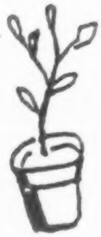
0 points - Based on performance of this task the student is not proficient in the national target standards and/or benchmark(s) [i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient].
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the national target standards and/or benchmark(s) [attempts made but there are serious errors].
2 points - The student's understanding/skill is developing or emerging but he/she is not completely proficient in the national target standards and benchmark(s).
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the national target standards and benchmark(s).

Snapshot Assessment Science: Task 15 (page 2)

Procedures, activities, visuals, diagrams, directions, etc.:

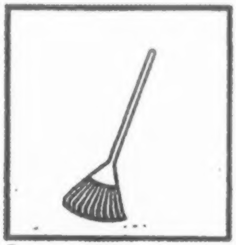
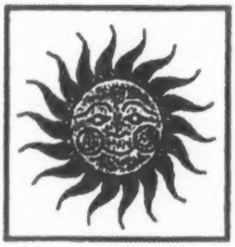
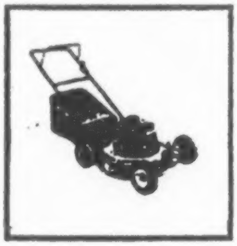
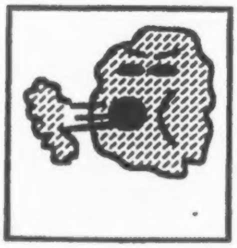
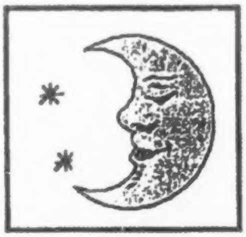
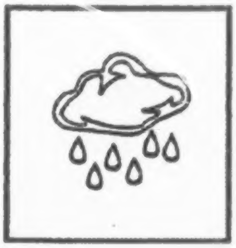
A. Understanding growth:

Put in order (point to which happens first, second, third, and fourth).
Pon en orden (apunta a lo que pasa primero, segundo, tercero, y cuarto).
Pone en or-den (a-poon-ta ah low-keh pah-sah pree-mare-roh, seh-goon-doe, tare-seh-roh, ee kwah-tro).

B. Understanding the basic needs of plants:

Point to three things plants need to live.
Apunta a tres cosas que las plantas necesitan para vivir.
Ah-poon-tah ah trehs ko-sahs keh lahs plon-tahs nes-ses-see-tahn pah-rah vee-veer.

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MultiDex™
Quick Reference Index System

Snapshot Assessment ™ Language Arts
STUDENT PROFICIENCY CHECKLIST

Student name: ______________________________ Grade level› ____ Teacher: __________

TASK	ASSESSMENT TARGET	PROFICIENCY √	COMMENTS
Task 1	A. Understanding rhymes	0 1 2 3	
	B. Reading levels based on word lists	0 1 2 3	
Task 2	A. Basic writing concepts and letter recognition	0 1 2 3	
Task 3	A. Print concepts	0 1 2 3	
	B. Letter recognition	0 1 2 3	
	C. Reading level	0 1 2 3	
Task 4	A. Reading comprehension	0 1 2 3	
	B. Using context clues	0 1 2 3	
Task 5	A. Elementary writing (drawing)	0 1 2 3	
	B. Writing first/last name	0 1 2 3	
	C. Composition (story writing)	0 1 2 3	
	D. Grammar, spelling , punctuation	0 1 2 3	

Task 6	A. Understanding subject/verb agreement	0	1	2	3	
	B. Understanding modifiers	0	1	2	3	
	C. Punctuation	0	1	2	3	
Task 7	A. Prediction, differentiating fact and fiction	0	1	2	3	
Task 8	A. Problem solving (story problems)	0	1	2	3	
Task 9	A. Letter recognition in print	0	1	2	3	
	B. Understanding organizational features of printed text	0	1	2	3	
Task 10	A. Understanding literary terminology	0	1	2	3	

Instructional recommendations:

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Snapshot Assessment™ Mathematics
STUDENT PROFICIENCY CHECKLIST

Student name: ______________________ Grade level: ___ Teacher: ____________

TASK	ASSESSMENT TARGET	PROFICIENCY √				COMMENTS
Task 1	A. Number recognition	0	1	2	3	
	B. Number concepts (between, more/less)	0	1	2	3	
	C. Writing numbers (1-20)	0	1	2	3	
Task 2	A. Understanding correspondence	0	1	2	3	
	B. Knowing basic shapes	0	1	2	3	
	C. Understanding patterns	0	1	2	3	
Task 3	A. Addition	0	1	2	3	
	B. Subtraction	0	1	2	3	
Task 4	A. Understanding place value concepts	0	1	2	3	
Task 5	A. Concept/value of money	0	1	2	3	
	B. Addition/estimation with money	0	1	2	3	
Task 6	A. Understanding concept of fractions	0	1	2	3	
Task 7	A. Reproducing and creating patterns	0	1	2	3	
Task 8	A. Geometry in the real world	0	1	2	3	

Task 9	A. Digital measures of time	0 | 1 | 2 | 3	
	B. Analog measures of time	0 | 1 | 2 | 3	
Task 10	A. Estimation of length	0 | 1 | 2 | 3	
	B. Estimation of volume	0 | 1 | 2 | 3	
	C. Estimation of capacity	0 | 1 | 2 | 3	
Task 11	A. Multiplication	0 | 1 | 2 | 3	
	B. Division	0 | 1 | 2 | 3	
Task 12	A. Understanding basic graphs	0 | 1 | 2 | 3	
	B. Understanding graphing coordinates	0 | 1 | 2 | 3	
Task 13	A. Addition of fractions	0 | 1 | 2 | 3	
	B. Subtraction of fractions	0 | 1 | 2 | 3	

Instructional recommendations:

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Snapshot Assessment™ Science
STUDENT PROFICIENCY CHECKLIST

Student name: ______________________ Grade level: ____ Teacher: ________

TASK	ASSESSMENT TARGET	PROFICIENCY √	COMMENTS
Task 1	A. Using data/observation to predict	0 | 1 | 2 | 3	
	B. Understanding simple devices to gather data	0 | 1 | 2 | 3	
Task 2	A. Physical properties of objects	0 | 1 | 2 | 3	
	B. Understanding forms of matter and changes in matter	0 | 1 | 2 | 3	
Task 3	A. Recognizing how energy can effect common objects	0 | 1 | 2 | 3	
Task 4	A. Understanding temperature	0 | 1 | 2 | 3	
	B. Predictions based on temperature	0 | 1 | 2 | 3	
Task 5	A. Classifying organisms and understanding their basic needs	0 | 1 | 2 | 3	
Task 6	A. Identifying characteristics common to species	0 | 1 | 2 | 3	
Task 7	A. Knowing and understanding the five senses	0 | 1 | 2 | 3	
	B. Knowing basic human body systems	0 | 1 | 2 | 3	
Task 8	A. Recognizing the Sun as a principal source of Earth's heat and light	0 | 1 | 2 | 3	

Task 9	A. Recognizing how daily activities are affected by weather	0	1	2	3	
Task 10	A. Recognizing the importance and uses of water	0	1	2	3	
Task 11	A. Observations in the daytime and nightime sky	0	1	2	3	
Task 12	A. Understanding geography and terrain	0	1	2	3	
Task 13	A. Recognizing characteristics of the seasons	0	1	2	3	
Task 14	A. Identifying basic components of the solar system	0	1	2	3	
Task 15	A. Understanding growth	0	1	2	3	
	B. Understanding basic needs of plants	0	1	2	3	

Instructional recommendations:

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